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ABSTRACT

The current status of postsecondary education in Indiana is reviewed. Data were gathered with the intent of identifying and conceptualizing major policy issues that must be considered, identifying a range of alternative policies in each instance, and assessing the probable consequences for education, the economy, and society of adopting or failing to adopt any of the alternatives. Volume One offers information on: a framework for analyzing and planning Indiana postsecondary education; the state setting; governance and structure of public postsecondary education; access and enrollments for public postsecondary education; instructional programs; financing postsecondary education; sponsored research and public service programs; and independent proprietary institutions. Volume Two provides a summary of recommendations stressing basic concepts and considerations, and underscores the importance of viewing postsecondary education as a statewide system rather than as an assortment of institutions and programs. It provides guidelines for improving access to educational opportunities, deals with program development at regional and residential campuses and technical institutes, and covers institutional missions, structure and governance. Extensive tables are included in Volume One. (LBH)

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THE INDIANA PLAN FOR POSTSECONDARY EDUCATION: PHASE ONE

U.S. DEPARTMENT OF HEALTH,
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Volume I

The Current Status

HE007739

COMMISSION FOR HIGHER EDUCATION
of the
STATE OF INDIANA

Indianapolis, Indiana
September 29, 1972

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72-135-5

THE INDIANA PLAN FOR POSTSECONDARY EDUCATION: PHASE ONE

Volume I

The Current Status

COMMISSION FOR HIGHER EDUCATION
of the
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Indianapolis, Indiana
September 29, 1972

PREFACE

The Commission for Higher Education shares responsibility with the Governor, the State Budget Agency, and the General Assembly for the wise and prudent investment of nearly one-fourth of Indiana's entire general fund. The direct beneficiaries of this investment are over 200,000 students enrolled in Indiana's postsecondary institutions. Every citizen of Indiana ultimately will be served by the array of skills and talents these students perfect through education. Indeed, the entire economy of the state and the quality of its civilization are dependent on the wise investment of public funds in postsecondary education.

In order to make delivery of educational services accessible, effective and economical, the Commission is mandated by the General Assembly to develop long range plans for postsecondary education; to take into account the plans and capabilities of the independent postsecondary institutions in making such plans; to review all requests for new degree programs; and to review the budgets of all public postsecondary institutions for recommendation to the Governor and the General Assembly.

These tasks are complex. In order to do them well, the Commission is required to secure the services of a highly competent professional staff. It is necessary to establish an adequate data base on all subjects relevant to planning and budget reviews, and to maintain that base. The initial budget of the Commission was $250,000 for the first two years of its operation. The General Assembly had no historical basis for making an adequate budgetary recommendation, and suggested to the Commission that the actual experience of operating for a year was the best way to develop a rational base for funding future Commission activities. The Commission soon discovered that it would be necessary to augment its resources in order to perform its immediate functions. The only way to do this was to ask the public and independent institutions to supply the highly trained expertise necessary to gather and analyze the mass of data essential to the development of any rationally based plan for postsecondary education in Indiana.

The presidents and boards of trustees of the public institutions and the Independent Colleges and Universities of Indiana, Incorporated (ICUI) responded by making available to the Commission the part-time services of more than 40 experts who formed six technical committees to gather and analyze data under the direction of the Commission's staff. Prior to the completion of this monumental effort, the Commission asked the public institutions to supply it with the services of six full-time Staff experts to serve on a Planning Task Force with a seventh supplied by the ICUI and a member of the Commission's professional staff.

The purpose of this Planning Task Force was not to make policy, but to analyze and add to data collected by the Technical Committees, to organize the data so that it would be useful to the members of the Commission in their role as policy makers, to identify and conceptualize major policy issues which must be considered, to identify a range of alternative policies in each instance, and to assess the probable consequences for education, the economy, and society of adopting or failing to adopt any of the alternatives.

The Technical Committees and Planning Task Force collected more information relevant to the development of long range plans for postsecondary education than ever before assembled in any central location in Indiana's history. The data thus collected made possible the devoted labors of the Planning Task Force. The results of these labors are recorded in this first volume of *The Indiana Plan for Postsecondary Education: Phase One* which describes the current status of postsecondary education in Indiana.

The Commission and its staff are deeply indebted to every person who served so selflessly and tirelessly to collect and verify the information in this volume. The names of those who served on the Technical Committees and the institutions which made their services available are listed in Appendix G of this volume. *The Commission is especially indebted to the Planning Task Force.* The members of the Planning Task Force made available to the Commission by the institutions indicated opposite their names are listed below:

Dr. T. Michael Elliott, Chairman - Purdue University
Ms. Loretta Glaze - Commission for Higher Education
Dr. David A. Gugin - Independent Colleges and Universities of Indiana, Incorporated
Dr. Donald W. Mikesell - Ball State University
Mr. Bruce V. Mitchell - Indiana Vocational Technical College
Dr. William R. Osmon - Indiana State University
Mr. Bill G. Spence - Vincennes University
Dr. Thomas W. West - Indiana University

During the entire period of their service, they acted as employees of the Commission. In no sense did they serve as representatives of their institutions.

As the Commissioner for Higher Education of the State of Indiana, I salute them for their intelligence, professional competence, and uncommon devotion to duty. I am especially grateful to Dr. T. Michael Elliott who served as the Task Force Chairman. He accomplished his task with consumate skill.

The data contained in this volume have been reviewed by the staffs of the institutions which contributed the data and by the staff of the Commission for Higher Education. Every effort has been made to insure its accuracy. However, I assume full responsibility for any inadvertent errors which may remain.

James B. Kessler, Ph.D.
Commissioner for Higher Education
of the State of Indiana

VOLUME I

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INTRODUCTION

Indiana has seen fit to foster and support higher education since the very inception of the state. The first state constitution charged the General Assembly with the creation of a university "as soon as feasible". Since that time, the state's system of postsecondary education has grown to include six publicly-supported institutions with thirty campuses, centers, and technical institutions, as well as over thirty independent institutions.

After the 1969 session of the General Assembly, the Legislative Council established a Higher Education Study Committee consisting of sixteen legislators. This Committee made only one recommendation to the 1971 legislature, but it led to the passage of an act creating the Commission for Higher Education as a permanent, coordinating board. (See Appendix A for text of this act.)

As a requisite to developing its initial long range plan, the Commission adopted a planning framework. This framework was used by the Commission members as a means of comparing the missions, functions, structure, and governance patterns of Indiana institutions, public and independent, which form the state's postsecondary education system. Specifically, the framework was used as the organizational device to prepare the various status reports which are consolidated in this volume. The framework also served as a mechanism for the Commission to project the future development of the state system as will be recommended in Volume II of the long range plan.

The academicians, legislators, and citizens who read this status report and the recommendations volume should utilize this planning framework as a key reference. This framework is intended to provide a single lens through which all interested parties could view the state system of higher education, present and future.

The second step was to initiate a careful study of the current status of postsecondary education in Indiana. A series of status studies were conducted which analyzed and quantified, where relevant, components of the postsecondary education system. Areas included in the initial studies were those which would have the greatest relevance to the development of the long range plan. A number of technical committees consisting of institutional personnel facilitated the initial collection and analyses of data. The Planning Task Force was constituted with "loaned" institutional staff on a temporary, full-time basis to complete the work.

The postsecondary educational enterprise was described in the status studies by using the fourteen Indiana Planning and Development Regions as the basic unit of analysis. Extensive economic and demographic data exist for each of the regions. Collection and summarization of educational data on a regional basis allowed for more economical and efficient educational planning for Indiana.

Ten Major components of postsecondary education were identified for status studies. Two components, Facilities Inventory and Inter-institutional Cooperation Inventory, are presently being compiled and will be published when available. Those included in this publication are:

1. Planning Framework
2. The State Setting
3. Governance and Structure of Postsecondary Education
4. Access to Postsecondary Education in Indiana and Enrollments
5. Instructional Program Inventory of Postsecondary Education
6. Research and Public Service Programs
7. Financing Postsecondary Education
8. Independent and Proprietary Institutions in Indiana

CHAPTER I

A FRAMEWORK FOR ANALYZING AND PLANNING INDIANA POSTSECONDARY EDUCATION*

INTRODUCTION AND PURPOSE

As a prerequisite to developing its first long range plan, the Commission adopted a planning framework within which to analyze the current postsecondary educational opportunities in Indiana and within which to develop the future plan for Indiana higher education. For the planning framework to be most useful, the components and their concepts and variables had to be concise and inclusive and with the relationships readily understood by all those who might read the long range plan.

The purposes of this chapter are to: 1) identify and define the basic components of the planning framework and show how they are interrelated; and 2) identify, define and interrelate the concepts and variables which comprise each of these components in the framework.

THE BASIC COMPONENTS

Our diversified system of higher education has been in the process of evolving for over 336 years in this country and for 22 centuries before that in Europe and the Middle East. From the beginning, knowledge has been the major reason for higher education. In our modern concept of knowledge it may be viewed as being comprised of three aspects: acquisition, transmission, and application. It is from this perspective of knowledge that our modern system of higher education is primarily derived. To paraphrase James A. Perkins, the three aspects of knowledge have their reflections in the three interrelated functions that a system of higher education must perform: the acquisition of knowledge is the function of research; the transmission of knowledge is the function of teaching; and the application of knowledge is the function of public service. Hence, one of the components of the planning framework is that of *functions*—the processing of knowledge.

A second component of the planning framework is *structure*—the configuration of institutional types designed to provide the delivery system for postsecondary education. Our modern system of institutions traces its structural origin to the establishment of Bologna and Paris during the Middle Ages. Up to the middle of the 19th century, the structure of higher education could be characterized by: a single university or college incorporated and operating autonomously of other institutions; a single educational mission for the institution of transmitting the traditional liberal arts curriculum; an organization of masters into a single faculty body; and a lay governing board to interface with a single supporting public.

---

*Postsecondary Education and Higher Education are used interchangeably and connote the total educational enterprise beyond high school.

In our modern era, the structure of higher education is much more complex, reflecting the changes and the complexity of our society. The current structure can be depicted by: a number of institutions operating individually but all interdependent with others in larger systems of higher education; varying educational missions within an institution and among institutions; faculty members organized into specialized disciplines and departments; and a combination of internal and external groups who have varying degrees of involvement in governance.

A third component, one that encompasses the other two, is *governance*. Governance in American higher education has been traditionally vested with lay boards of institutions. In turn, faculty and administrators have been delegated certain decision-making responsibilities. As higher education has increased in complexity, several forces external to the institution, especially state governmental agencies, have become involved in the governance.

A fourth component, an external force impacting the others, is the *geopolitical setting*. The economic and demographic characteristics of the setting in which institutions operate places contingencies and constraints upon the development of the higher education enterprise. The geopolitical setting is the State of Indiana in this planning framework.

FUNCTIONS OF POSTSECONDARY EDUCATION

Instruction, research, and public service are the major functions of higher education. Each function, as a concept, must be differentiated in terms of variables and characteristics which best describe it as part of the planning framework.

Instructional Process

The transmission of knowledge from the instructor to the student forms the foundation of the instructional process. From the perspective of the student this process is viewed as a series of achievement levels. In order to attain a given level of achievement, a student must demonstrate that he has acquired the prescribed quantity and quality of knowledge.

The instructor participating in the instructional process is more apt to view the process as the transmission of a body of knowledge and skills through a sequence of instructional units. When similar instructional units are grouped together they form program categories. Hence, to gain a single perspective of the instructional process, one must define the levels of achievement and the program categories.

1. *Levels of Achievement* — In a recent study sponsored by the Carnegie Commission[1], a system of degree structures was proposed for use by higher education in the future. This system included six achievement levels: associate, bachelor, master, intermediate, doctoral, and post-doctoral. To this list the Commission added proficiency and certificate levels.

   The *proficiency level* is recognition (usually not formal) that a student has acquired certain skills necessary to perform a function in society.

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[1] Spurr, Stephen, *Academic Degree Structures: Innovative Approaches*. Carnegie Commission on Higher Education, McGraw-Hill Book Company, Inc., San Francisco, 1970, p. 213.

The *certificate level* is a formal recognition by an institution of the completion of a course of study of normally two years or less in length.

The *associate degree level* is formal recognition of the completion of two years of postsecondary education whether it be for the first two years of a four-year baccalaureate program or a two-year occupational program.

The *bachelor degree level* is generally based on a three, four, or five-year program in the general arts and sciences and professional program categories. On a limited basis it is also given in an occupational program.

The *master degree level* recognition is given in the general arts and sciences and the professions after successful completion of one or two years of work beyond the bachelor's.

The *intermediate degree level*, or specialist, is a degree between the master's and the doctorate earned in the general arts and sciences or the professions. Examples are the Ed.S. and Ed.A.

The *doctoral degree level* is recognition given for attainment of the Ph.D. or D.A. in the general arts and sciences. Also, such professional doctorates as Ed.D., D.B.A., M.D., D.D.S., and J.D.

The *post-doctoral level* is recognition given to those who continue full time study beyond the doctorate.

2. *Program Categories* — The classification of instructional programs, developed for the "Higher Education General Information Survey" (HEGIS), was regrouped into three broad program categories — occupational, general arts and sciences, and professional — for use in this planning framework.

The *occupational program category* includes those programs designed to prepare students for immediate employment in a technology or a field of technologies. The technological fields include: data processing; health services and paramedical; mechanical and engineering; natural sciences; business and commerce; and public service related. Three levels of achievement in occupational programs are generally recognized: 1) at the proficiency and certificate levels craftsmen or artisans, skilled operators and clerical workers are trained, and 2) at the associate level technicians, semi-professionals and para-professionals are trained. In addition, there are a limited number of occupational programs at the bachelor's level of achievement. In these cases, master technicians and para-professionals are trained.

The *general arts and sciences program category* includes programs designed to prepare students in the liberal arts with major concentrations in one or more academic disciplines. The discipline areas in this program category include: biological sciences; communications; fine and applied arts; foreign languages; humanities; mathematics; physical sciences; psychology; social sciences; and interdisciplinary studies. Programs in this category usually encompass the entire range of achievement levels from proficiency through post-doctoral.

The *professional program category* includes programs primarily designed to prepare students for entry level and advanced positions in a profession. The professions in this category include: dentistry; medicine; (M.D., D.O. and Pod.P.); optometry; veterinary medicine; law; theology; agriculture; architecture; education; business and management; engineering; health professions; home economics; library science; military science; and public affairs and services. The levels of achievement for programs in this category begin at the bachelor's level and continue through the post-doctoral level.

Figure I.1 depicts how the levels of achievement and the academic program categories are interrelated to yield a single perspective of the instructional process. The shaded areas at the bachelor's level of achievement in the occupational and professional program categories are to connote potential difficulty in classifying programs at that level.

FIGURE I.1 THE INSTRUCTIONAL PROCESS OF HIGHER EDUCATION

Levels of Achievement	PROGRAM CATEGORIES		
	Occupational	General Arts & Sciences	Professional
Proficiency			
Certificate			
Associate Degree			
Bachelor Degree	▨		▨
Master Degree			
Intermediate Degree			
Doctoral Degree			
Post Doctoral			

Research

Research is the methodical study and activity carried on by professional staff members in postsecondary institutions in order to augment and develop knowledge in all fields of study. The term may be divided in many ways. One of the most useful ways is dividing research by type. Another meaningful way is to divide research by source of support. However, the most crucial division of research is whether or not it is directed and integrated with the instructional process.

1. *Types of Research* — Research can be divided into three types — basic, applied, and developmental. The division of research into these types is not easy; therefore, it should be viewed as based upon the primacy of intent and intimacy of consequences. The division according to intent and consequences may be set up thus:

Basic Research is the methodical study and activities carried on with the primary intent and immediate consequence of augmenting and developing knowledge in any field. The result of basic research will contribute to theory and understanding, to the revision of knowledge and its accumulation and, out of all this, in turn, may flow innumerable procedures, formulae for action, devices, instruments, and other outcomes.

Applied Research is the methodical study and activities which augment and develop knowledge, but are carried on with the primary intent or immediate consequence of practical application.

Developmental Research is the methodical study and activity which augment and develop knowledge, and the systematic use of knowledge carried on with the primary intent and/or immediate consequence of designing and producing useful prototypes, materials, devices, systems, methods or processes.

2. *Sources of Support* — Research can be divided into institutionally supported and externally sponsored research.

Institutionally Supported Research is that carried on by professional staff members, where the expense is borne by institutional budgets. The research is performed by an individual or group projects or through the auspices of a research center or institute at the institution.

Externally Sponsored Research is conducted by individuals and projects of an academic department or within special research institutes or centers. The funding source is outside the institution. Funding sources include: federal, state and local governmental agencies; private foundations; industry; and individuals.

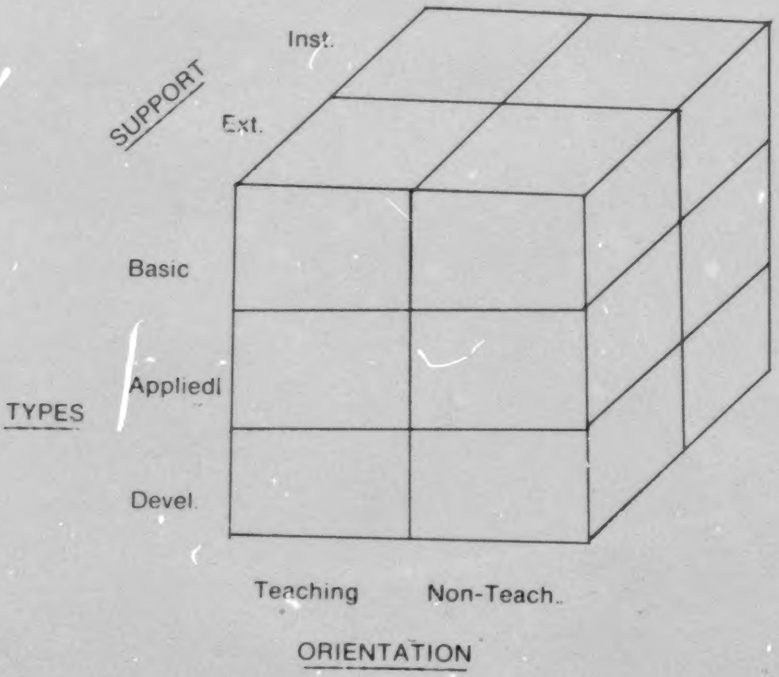
3. *Research Orientation* — Research can be divided as being teaching oriented or non-teaching oriented.

Teaching Directed Research is that kind of research activity which is carried on by one or more apprentice researchers (graduate students) for whom this research involvement is part of their formal education, and for whom, therefore, the principal investigator (professor) plays the role not only of research administrator, but of preceptor as well.

Non-Teaching Directed Research is that kind of research activity which is carried on by a professor and his assistants (non-student type) for whom the research involvement is not related to the formal educational program.

Figure I.2 shows how each specific research project may be classified within one of the 12 cells of this three-dimensional matrix.

Figure I.2 RESEARCH IN HIGHER EDUCATION



Public Service

Postsecondary institutions have always allocated a portion of their resources to activities and programs which apply knowledge in the form of services. This function of higher education may be viewed in terms of the types of services offered and the geographic impact of the services.

1. *Types of Public Services*— There is a whole range of activities that an institution might classify as public services. For purposes of this planning framework resources devoted to off-campus credit instruction (extension programs) and to independent study are not included here, but are included under the instructional process. The following represents a sample listing of the types of public services.

Cooperative Extension Services involves resources used for guidance, informal instruction, the dissemination of information, community development services, and the demonstration of agricultural techniques and methods to adult farmers engaged in agricultural production. The supervision of 4-H clubs, granges, and other such agricultural agencies is also included here.

Home Economics Services include resources assigned to home demonstration, informal instruction, dissemination of information, and other such public services related to this field of study.

Veterinarian Services are those resources devoted to informal instruction, dissemination of information, demonstrations, and other related public services in this field.

Urban Development Services are those resources of the institution expended upon assisting communities with urban planning or development.

International Services are those resources of the institution expended upon assisting foreign countries.

Cultural Programs are those resources used for lectures, speeches, artist series, films, concerts, and other cultural programs maintained for the public as well as resources devoted to art galleries and museums which are maintained primarily for the public.

*Elementary and Secondary School Services*are those resources of postsecondary institutions directed toward facilities planning, curricula planning, exceptional child assistance and other educational needs at the elementary and secondary levels.

Individual Faculty Consultation provides a myriad of services to state and local governments and other agencies concerning problems ranging from pollution control to traffic safety.

Poverty and Disadvantaged Programs are those resources specifically geared to the needs of groups and individuals who are locked into a life style characterized by economic deprivation and racial alienation.

Radio and Television Services are those resources expended for the presentation of programs via commercial as well as university radio, television, recording and cinema studies, if the purpose of the activity is to provide public entertainment and/or public education.

Conference Bureau Services involve those activities related to scheduling meetings, providing housing, physical arrangement for external groups that hold seminars, conventions and conferences on the institution's campus.

Non-Credit Instruction relates to those activities such as short courses, workshops, seminars, which are offered for self-improvement and the acquisition of skills or upgrading of skills. This kind of public service includes music, art, physical education, real estate, insurance, and other types of short course programs. Courses of non-credit instruction are offered both on-campus and at off-campus sites, and some are conducted by radio and television.

2. *Geographic Impact Areas* — The public services of an institution are are directed toward various individuals, groups, organizations and agencies external to the institution. The impact of the public service function, in large measure, is determined by the geographic outreach of the institution ranging from the local community to international dimensions.

The *Community* in which the institution is located may be the primary beneficiary of the public services. Individuals, groups, organizations, and local government agencies derive services from the institution.

A *Region* of the state may be designated as the public service area of the institution. Within this geopolitical subdivision the institutional outreach occurs.

A *State*, Indiana, is the primary service area of an institution. Services are designated to reach individuals, groups and agencies throughout the state.

The entire *Nation*, particularly federal government agencies would be the recipients of such a public service outreach.

The impact of an institution may be designated as *International*. Individuals, groups, organizations, and foreign governments would be the target of such a public service area.

Figure I.3 shows the interrelationship of these attributes of public service.

FIGURE I.3 PUBLIC SERVICES IN HIGHER EDUCATION

TYPES OF	GEOGRAPHIC IMPACT AREA				
SERVICE	Community	Region	State	National	International
Coop. Extension					
Home Economics					
Veterinarian					
Urban Develop.					
International					
Cultural Prog.					
Elem. & Secondary School					
Indiv. Faculty Consultation					
Pov. & Disadv.					
Radio & TV					
Conf. Bur.					
Non-cred. Inst.					

STRUCTURE OF POSTSECONDARY EDUCATION

From the founding of Harvard as a liberal arts college, American higher education has developed a range of institutional types. Also, as higher education has developed a variety of persons, groups, agencies and organizations have come into legal control of institutions of higher education.

1. *Types of Institutions* — In an attempt to classify institutional types, various schemes have been devised and a variety of labels applied. The following list best describes the types that may be applicable in describing Indiana higher education past, present, and future.

A Branch Campus is a unit of an academic institution which is designed to replicate a portion of the functions or programs of education (usually the first two years) offered by the parent campus. A branch usually has a local administration and faculty, but does not generally possess a significant degree of autonomy with respect to its educational activities.

A Community or Junior College is a two-year institution of higher education. It may offer only a transfer or university-parallel curriculum, but more often also an occupational curriculum and other types of curriculum, such as general education, adult education, short courses, and special lectures. While there is no hard and fast distinction between the terms "community college" and "junior college", the former is more oriented toward serving a limited geographic area with respect to both curriculum and administration. A community college is further characterized by its geographic accessibility, "open door" admissions, and low cost.

A Communiversity is an institution (a new type) deeply rooted in the economic, intellectual and cultural life of a specified geo-political region (usually urban) of the state. The communiversity meets the educational needs of the citizens of the region by combining various attributes of a community college, a liberal arts college and a comprehensive college. Specifically, a communiversity is geographically accessible and offers a flexible cost structure and admissions policy. It offers occupational and general arts and science programs at the associate and bachelor's degree levels of achievement. In some instances, it also offers professional programs at the bachelor's and master's degree levels of achievement.

A Comprehensive College is an institution which offers and emphasizes general arts and sciences programs as well as a limited number of professional programs. A comprehensive college offers these programs at both the bachelor's and master's achievement levels. The master's program includes six or more. Most institutions of this type were former liberal arts colleges, now extending their programs at a master's level. In addition, these institutions have extended their enrollments substantially in comparison to the liberal arts college and most exceed 3,000 in student enrollment.

An Extension Center is an off-campus facility where undergraduate, graduate or post-graduate professional level courses are offered on a relative, permanent basis. Complete curriculums are not normally available.

A Liberal Arts College is an institution of higher education in which the principal emphasis is on a program in the general arts and science category at the bachelor's level. Pre-professional and professional training may be offered, but not with primary emphasis. Some liberal arts colleges offer a limited number of programs at the master's achievement level (less than six).

A Professional or Specialized School is an institution of higher education whose curriculum is limited principally or wholly to instruction leading to degrees or certificates in one or more professional or para - professional fields. The term includes independently organized schools of medicine, law, business, pharmacy, optometry, etc.

A Regional Campus is an institution which is part of a multi-campus system consisting of a main campus (the original campus) and several other campuses which have evolved from branches into degree granting accredited institutions. While a regional campus may offer many of the same programs as offered by the main campus, its faculty and administration generally posses a significant degree of autonomy relative to the determination of educational objectives for the campus.

A *Regional Technical Institute* is an institution which offers occupational programs at the proficiency, certificate and associate degree levels of achievement. In addition, a limited number of occupationally related general education courses are offered. It is further characterized by its accessibility: geographically, academically (open-door admissions), and financially. Such an institution may be part of a system of training centers located throughout a state.

A Technical Institute is an institution offering occupational programs extending not more than 3 years beyond high school. In addition, a limited number of occupationally related general education courses are offered.

A University-Type I is a complex institution which emphasizes advanced degree study by offering at least twenty doctoral degree programs in general arts and science and professional program categories. It is also an institution which has moderate to heavy emphasis on research as evidenced by externally sponsored research support.

A University-Type II is a complex institution which emphasizes both a bachelor's and advanced graduate study, but offers a limited number of doctoral degree programs (less than twenty). It is also an institution which has limited emphasis on research as evidenced by the extent of external support for research programs.

2. *Types of Control* — There are three major categories legal authority in which an institution's control may fall: including public, independent (non-profit) and proprietary.

The primary *public control* is the state; however, there are municipal or county controlled institutions, as well as federally sanctioned institutions.

Independent non-profit control includes religious denominations and independent corporations.

Proprietary controls are individuals, groups and organizations incorporated into a profit-making corporation.

Figure I.4 displays a scheme by which institutions may be classified in structural terms according to institutional type and type of control.

FIGURE I.4 THE STRUCTURE OF HIGHER EDUCATION

Type of Institution	TYPES OF CONTROL		
	Public	Independent	Proprietary
Branch Campus			
Community or Junior College			
Communiversity			
Comprehensive College			
Extension Center			
Liberal Arts College			
Professional or Specialized Sch.			
Regional Campus			
Regional Tech. Inst.			
Technical Inst.			
University-Type I			
University-Type II			

GOVERNANCE AND COORDINATION

With the founding of Harvard, American higher education adopted the Scottish concept of a lay board of governance. For three centuries the institutional lay board, working with the president and faculty, has constituted the sole governance mechanism for most of higher learning. As society has increased in its complexity and as higher education has been extended to a larger percentage of citizens, the historical pattern of institutional independence has gradually evolved toward a greater interdependency among all postsecondary institutions, public and independent, that form the state system.*

As the state of interdependency has grown in the state system and as public interest and support have been enlarged for both public and independent institutions, there has been a concomitant increase of participation in the governance process by forces external to the institutions, particularly state governmental boards. In addition, the federal government has affected the interdependency relationships as well as the governance process of the state system.

Today, the pattern of governance and coordination involves a new division of responsibilities for decision-making among many groups within the state system. To best analyze and project the governance and coordination pattern for Indiana higher education, it is important to recognize the levels of decisions and the groups that participate in the process.

1. *Levels of Decisions* — In a state system of higher education, the decision-making process can be factored into a three-level hierarchy which distinguishes the time, range and content of various decisions. The division of decision-making into these levels is not easy; and, therefore, should be viewed as based on the primary focus and impact of the decision—i.e., statewide, institutional, or sub-unit within the institution.

> *Statewide Policy Decisions* are the determination of a general statewide strategy, program priorities, and goals. These decisions are formulated in terms of the overall mission of postsecondary institutions and the implications are long range.
>
> *Managerial-Operational Decisions* are the allocation of resources — personnel, facilities, and finances — designed to interpret and implement institutional policy decisions. These decisions are usually geared to one or two fiscal years.
>
> *Institutional Policy Decisions* are the determination of a single institution's mission, program priorities and objectives. These decisions reflect the institution's purposes and the implications are middle range in time.

2. *Governance Groups* — The location in the state system where various decisions are made is a most critical factor in the governance process. Many groups influence the decisions at all levels, however, based on the authority structure, who has the legal right, decision-making participants may be classified into:

---

*Interdependency among institutions is not only understood in terms of an institution's role as part of a state system of higher education, but also in terms of its affiliations with accrediting associations, consortia, and/or church bodies. For purposes of this framework, attention is directed toward the state of interdependency an institution has in a state system with an awareness of these other kinds of interdependencies.

The Statewide Coordinating Agency is a specialized agency developed for the particular task of serving as intermediary between the postsecondary institutions and the state government. There are three basic types of statewide agencies: voluntary associations with no legal basis; coordinating agencies legally constituted with either advisory or regulatory powers; and the single statewide governing board which has absolute control of all public institutions in a state. The Commission for Higher Education of the State of Indiana is a coordinating agency with regulatory powers.

Institutional Boards of Trustees are those bodies comprised of laymen and selected from the constituencies served by an institution. Traditionally these boards have been vested with authority and responsibility for policy and control of a single institution. Both independent and public institutions have such boards. Multi-campus institutions also fall into this category.

Faculty-Administrators are those individuals employed to carry out the mission and functions of an institution. Faculty have been traditionally vested with the responsibility for program development and implementation. Administrators facilitate the accomplishment of the academic enterprise of an institution.

Figure I.5 depicts the governance pattern in terms of levels of decisions and governance groups.

FIGURE I.5 GOVERNANCE PATTERN FOR INDIANA HIGHER EDUCATION

GOVERNANCE GROUPS	LEVELS OF DECISIONS		
	Statewide Policy Decisions	Institutional Policy Decisions	Managerial-Operational Decisions
Commission for Higher Education			
Institutional Boards of Trustees			
Faculty-Administrators			

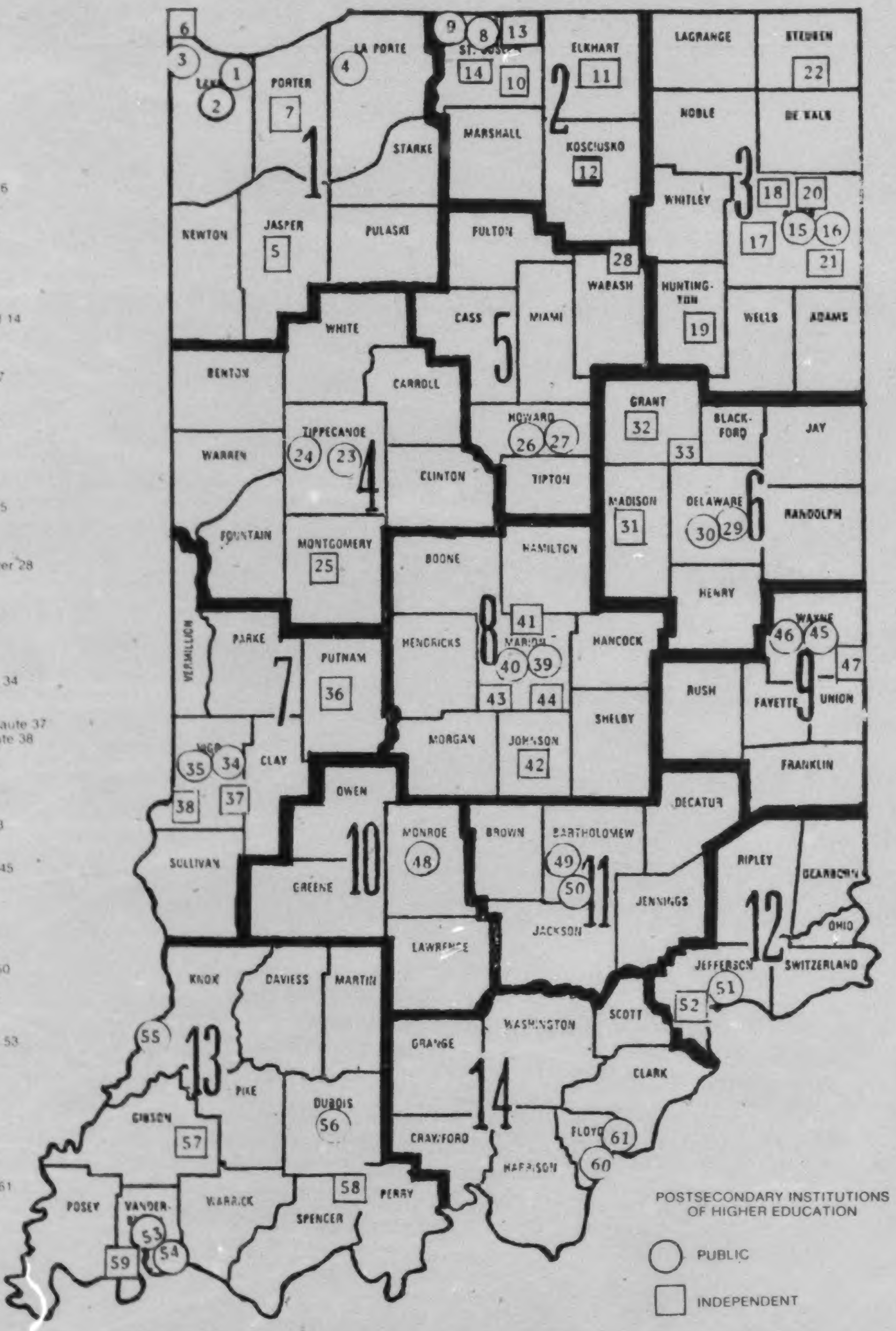
GEOPOLITICAL SETTING

The needs and demands for educational opportunity beyond high school, as well as specific kinds of programs which should be provided, depend in large measure on the demographic and economic characteristics of the geopolitical setting. In this framework, that is the State of Indiana. In order for the long range plan of postsecondary education to be most effective, the planners must be cognizant of the demographic and economic characteristics of several regions of the state which exhibit diverse qualities. For analysis and planning purposes, the state was divided into 14 planning and development regions. These planning regions were originally devised by the Indiana Department of Commerce, Division of Planning, in 1965. In order to take advantage of exisiting studies of the state, the Commission for Higher Education adopted these planning regions as the units of analysis for assessing postsecondary education needs and planning for the future. The regions are depicted in Figure I.6.

CONCLUSION

This framework was used by the Commission members as a means comparing the missions, functions, structure, and governance patterns of Indiana institutions, public and independent, which form the state's postsecondary education system. Specifically, the framework was used as the organizational device to prepare the various status reports which are consolidated in this volume. The framework also served as a mechanism for the Commission to project the future development of the state system as will be provided in Volume II of the long range plan. This framework is intended to provide a single lens through which all interested parties should view the state system of higher education, present and future.

FIGURE I.6 LOCATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS BY PLANNING AND DEVELOPMENT REGIONS


LAKE
PORTER
LA PORTE
ST. JOSEPH
ELKHART
LAGRANGE
STEUBEN
NOBLE
DE KALB
STARKE
MARSHALL
KOSCIUSKO
WHITLEY
NEWTON
JASPER
PULASKI
FULTON
WABASH
HUNTING-TON
WELLS
ADAMS
WHITE
CASS
MIAMI
BENTON
CARROLL
GRANT
BLACK-FORD
JAY
HOWARD
TIPPECANOE
WARREN
CLINTON
TIPTON
MADISON
DELAWARE
RANDOLPH
FOUNTAIN
MONTGOMERY
BOONE
HAMILTON
HENRY
WAYNE
VERMILLION
PARKE
PUTNAM
HENDRICKS
MARION
HANCOCK
RUSH
FAYETTE
UNION
VIGO
CLAY
MORGAN
JOHNSON
SHELBY
FRANKLIN
OWEN
DECATUR
SULLIVAN
GREENE
MONROE
BROWN
BARTHOLOMEW
JENNINGS
RIPLEY
DEARBORN
OHIO
JACKSON
LAWRENCE
JEFFERSON
SWITZERLAND
KNOX
DAVIESS
MARTIN
WASHINGTON
SCOTT
ORANGE
CLARK
PIKE
DUBOIS
GIBSON
CRAWFORD
FLOYD
HARRISON
POSEY
VANDER-BURGH
WARRICK
SPENCER
PERRY
POSTSECONDARY INSTITUTIONS OF HIGHER EDUCATION
PUBLIC
INDEPENDENT

INSTITUTIONS

REGION 1
Northwest IVTC - Gary 1
IU Northwest - Gary 2
PU - Calumet - E. Chicago 3
PU - N. Central - Westville 4
St. Joe. - Rensselaer 5
St. Joe. - Calumet - E. Chicago 6
Valparaiso U. 7

REGION 2
St. Joe Valley IVTC - S. Bend 8
IU - South Bend 9
Bethel Coll. - Mishawaka 10
Goshen Coll. 11
Grace Coll. - Winona Lake 12
U. of Notre Dame - S. Bend 13
St. Mary's of N. Dame - S. Bend 14

REGION 3
Northeast IVTC - Ft. Wayne 15
IU-PU - Ft. Wayne 16
Concordia Sr. Coll-Ft. Wayne 17
Ft. Wayne Bible Coll. 18
Huntington Coll. 19
Ind. Inst. of Tech.-Ft. Wayne 20
St. Francis Coll.-Ft. Wayne 21
Tri-State Coll.-Angola 22

REGION 4
Tippewa IVTC - Lafayette 23
Purdue U. - Lafayette 24
Wabash Coll. - Crawfordsville 25

REGION 5
N. Central IVTC - Kokomo 26
IU - Kokomo 27
Manchester Coll. - N. Manchester 28

REGION 6
E. Central IVTC - Muncie 29
Ball State U. - Muncie 30
Anderson Coll. 31
Marion Coll. - Marion 32
Taylor U. - Upland 33

REGION 7
Wabash Valley IVTC - T. Haute 34
ISU - Terre Haute 35
DePauw U. - Greencastle 36
Rose-Hulman Tech. Inst. - T. Haute 37
St. Mary-of-the-Woods - T. Haute 38

REGION 8
Mallory IVTC - Indianapolis 39
IUPUI - Indianapolis 40
Butler U. - Indianapolis 41
Franklin Coll. - Franklin 42
Ind. Cen. Coll. - Indianapolis 43
Marian Coll. - Indianapolis 44

REGION 9
White Water IVTC - Richmond 45
IU-East - Richmond 46
Earlham Coll. - Richmond 47

REGION 10
Ind. Univ. - Bloomington 48

REGION 11
IUPUI - Columbus 49
White River IVTC - Columbus 50

REGION 12
Ohio Valley IVTC - Madison 51
Hanover Coll. 52

REGION 13
Lincoln Land IVTC - Evansville 53
ISU - Evansville 54
Vincennes U. 55
Vincennes - Jasper
Oakland City Coll. 57
St. Meinrad Coll. 58
Univ. of Evansville 59

REGION 14
George Rogers Clark IVTC
New Albany 60
IU - Southeast - Jeffersonville 61

CHAPTER II

THE STATE SETTING

DEMOGRAPHIC PROFILE OF INDIANA

The needs and demands for educational opportunities beyond the high school as well as the specific kinds of programs which should be provided depend upon the demographic and economic characteristics of Indiana and of its various regions. Indiana must also be examined as it relates to the other states and to the nation as a whole.

The dominant characteristics of change in population in the United States since World War I has been urbanization. The trend in Indiana has also been toward increasing urbanization but only at about half the national rate. While the urban population of the United States increased from 64 percent of the total population in 1950 to 73.5 percent in 1970, see Table II.1, comparable figures for Indiana show an increase from 59.9 percent in 1950 to 64.9 percent in 1970. Of the 14 planning and development regions into which Indiana has been divided, Region 8, the Indianapolis area, has the highest population density while Region 12, the Madison region, has the lowest (see Appendix B, Table 1). At the present, over one-third of the residents of Indiana are located in two of the 14 regions, the Gary-Hammond-East Chicago region and the Indianapolis region (See Appendix B, Table 2).

TABLE II.1 INDIANA AND U.S. POPULATION BY RESIDENCE SINCE 1950

	United States		Indiana	
	% Urban	% Rural	% Urban	% Rural
1950	64.0	36.0	59.9	40.1
1960	69.8	31.2	62.4	37.6
1970	73.5	26.5	64.9	35.1

Source: U.S. Bureau of the Census

During the last decade, Indiana's total population increased by 11.4 percent from 4,662,498 persons in 1960 to 5,193,669 persons in 1970 (see Table II.2) which is a lesser rate of growth than that of the nation as a whole which increased 13.3 percent during the same period. The rate of growth from 1960 to 1970 for Indiana was a decline from the increase of 18.5 percent for the state during the 1950 to 1960 period.

TABLE II.2 INDIANA AND U.S. POPULATION TRENDS SINCE 1950

Year	Indiana	Percent of Increase	U.S.	Percent of Increase
1950	3,934,224	14.8	151,325,798	14.9
1960	4,662,498	18.5	179,323,175	18.5
1970	5,193,669	11.4	203,184,772	13.3

Source: U.S. Bureau of the Census

The regions showing the greatest rate of growth during the 1960-1970 period were Region 10, Bloomington; Region 8, Indianapolis; Region 3, Fort Wayne; Region 11, Columbus; and Region 14, New Albany. Significant drops in rate of growth from the previous decade were experienced in two regions: the Gary-Hammond-East Chicago region dropped from 34.92 percent between 1950 and 1960 to 9.97 percent between 1960 and 1970 and the South Bend-Elkhart region dropped from 18.2 percent to 8.71 percent for the same periods (See Appendix B, Table 3).

The population of Indiana is becoming slightly older. From 1960 to 1970 the percent of the population under 14 years of age decreased from 31.7 percent to 29.5 percent of the total population. Children under five years of age decreased from 11.6 percent to 8.8 percent of the total population during that period. Births continued to decline during the decade, continuing the trend which began in the mid-1950's. Meanwhile the 55-64 and 65 years and over age groups show significant increases from 1960 to 1970 (See Appendix B, Tables 4 and 5).

Of particular significance to planning for postsecondary education during the next ten years is the constancy of percentage of the population in the 5-14 age group from 1960 to 1970. It is this sector of the population which will become during the next decade what has traditionally been considered the college-age population. It is important to note, however, that this same age group is projected to have declined substantially by 1980.

The Indianapolis region experienced the greatest percentage increase in population ages 5-14 between 1960 and 1970. The smallest percentage increases in this age group for the corresponding period occurred in the Terre Haute region, Region 7 and the Evansville region, Region 13 (See Appendix B, Table 6).

The female population of the state is gradually increasing. Between 1960 and 1970 the percentage of females in Indiana increased from 50.7 percent to 51.3 percent (See Appendix B, Table 7).

The white population of the state decreased from 94.1 percent in 1960 to 92.8 percent in 1970. Region 1 and 8 have the highest percentages of non-white population with 15.3 and 12.7 percent respectively in 1970. Over two-thirds of the non-white population of the state were located in these two regions (See Appendix B, Tables 8 and 9).

Population changes are presented in Table II.3. Every region showed positive growth during the ten-year period from 1960 to 1970. However, there is significant variance in growth among the regions. The state experienced a net out-migration, as did nine of the 14 regions.

ECONOMIC PROFILE OF INDIANA

Indiana is at the same time a heavily industrialized state and a state important for its agricultural products. It ranks among the top states in production of steel as well as corn. Steel and other metal industries are responsible for $1.8 billion of the $10.1 billion of value added annually; manufacturing, electrical machinery, electronic and household appliances come second with $1.6 billion; transportation equipment is third with $1.5 billion; followed by industrial, farm and other equipment, fourth; chemicals, fifth; and processing of foods, sixth.*

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*For all data cited not otherwise noted, refer to "Indiana, Economic Perspective", Indiana Department of Commerce, Division of Planning, 1972

TABLE II.3. POPULATION CHANGES, 1960 to 1970, BY INDIANA PLANNING AND DEVELOPMENT REGION

REGION	POPULATION		CHANGE 1960 to 1970		COMPONENTS OF CHANGE			
	APRIL 1, 1970	APRIL 1, 1960	No.	Pct	BIRTHS	DEATHS	Net Migration No.	Net Migration Pct.
1	802,558	729,751	72,807	+9.9	166,650	64,286	-29,557	-4.0
2	454,687	418,420	36,267	+8.6	85,553	39,869	-9,417	-2.2
3	492,780	423,824	68,956	+16.2	97,790	43,136	+14,302	+3.3
4	250,808	227,782	23,026	+10.1	48,560	23,852	-1,682	-0.7
5	232,087	213,858	18,229	+8.5	48,252	22,979	-7,044	-3.2
6	472,606	427,195	45,411	+10.6	93,823	42,792	-5,620	-1.3
7	216,675	211,800	4,875	+2.3	36,326	27,763	-3,688	-1.7
8	1,109,882	944,475	165,407	+17.5	255,165	95,497	+35,739	+3.7
9	149,202	142,358	6,844	+4.8	30,075	15,600	-7,631	-5.3
10	161,944	133,516	28,428	+21.2	28,784	14,134	+13,778	+10.3
11	141,485	123,064	18,394	+14.9	28,831	12,568	+2,131	+1.7
12	88,169	84,633	3,536	+4.1	16,755	9,349	-3,870	-4.5
13	407,469	390,905	16,564	+4.2	75,444	43,886	-14,994	-3.8
14	213,344	191,117	22,227	+11.6	40,501	19,749	+1,475	+0.7
TOTAL INDIANA	5,193,669	4,662,498	533,171	+11.3	1,022,509	475,460	-13,878	-0.3

Following a national trend, the number of farms in Indiana fell from 1964 to 1969 while the average size of the farm increased during that period. Along with the decline in number of farms, farming as a major source of personal income is also declining in Indiana. From 1960 to 1969 total farm income in the state dropped 41.3 percent (See Appendix B, Table 10). Forty percent of all farming units in Indiana are located in Region 3, Fort Wayne; Region 6, Anderson-Muncie-Marion; Region 8, Indianapolis; and Region 13, Evansville. In 1970 over half of all Indiana farmers were also employed in other industries.

A rapidly growing sector of the state's industry is contract construction. Indiana's percentage increase in construction employment was significantly higher than the national increase during the 1960's. Contract construction as a major source of personal income in the state grew 123.6 percent from 1960 to 1969 (See Appendix B, Table 10). One-half of all construction employees in 1967 were located in Region 1 and Region 8, the heavily-populated and highly industrialized regions of the state.

Manufacturing is the most dominant sector of the economy of the state. In 1967, Indiana ranked ninth among the states in manufacturing employment, ninth in value added by manufacture and eighth in new capital expenditures. Manufacturing was Indiana's largest state employer compared with 29.3 percent for the United States. Manufacturing is also the state's most important source of personal income (See Appendix B, Table 10). It is important to note that durable goods industries accounted for 73.9 percent of manufacturing employment Indiana while only 59.4 percent of the manufacturing employees for the nation as a whole were employed by durable goods industries in 1967. Further, employment in the United States is more evenly distributed among all industries than in Indiana. No industry group in the United States accounts for more than 10.2 percent of total national manufacturing employment. However, in Indiana four industry groups each employ over 10 percent of the manufacturing work force. These groups are: Electrical Machinery; Equipment and Supplies; Primary Metals; Transportation Equipment; and Machinery other than electrical. Within the state, the northern area, Regions 1, 2, and 3, accounted for nearly forty percent of the state's manufacturing employment. The remainder of the manufacturing employment is spread across the southern area, Regions 7, 9, 10, 11, 12, 13 and 14. Wholesale and Retail Trade accounts for over 10 percent of the total personal income in Indiana (See Appendix B, Table 10). Employment in retail establishments increased by over 30,000 persons between 1963 and 1967, a gain of 13.9 percent. Region 8, Indianapolis, ranked first in total sales followed by Region 1, Gary-Hammond-East Chicago. Retail employment increased in all regions of the state between 1963 and 1967.

Wholesale trade is becoming an increasingly more significant industry in the state, playing a major role in Indiana's manufacturing and agricultural economy. During the 1963-1967 period, wholesale industry in the state, playing a major role in Indiana's manufacturing and agricultural economy. During the 1963) 1967 period, wholesale industry increased 29 percent in Indiana. Employees in the wholesale industry increased 18.2 percent from 1963 to 1967. The Indianapolis area, Region 8, dominated the state in wholesale sales in 1967 with 43.7 percent of the total sales. Region 3, Fort Wayne, was second in the total sales volume in 1967 and demonstrated the greatest percentage increase for the 1963-1967 period with a 53.4 percent increase in sales.

The other major sources of personal income in Indiana are Mining, Finance, Insurance and Real Estate, Transportation, Communication and Public Utilities, Services, and Government, The service sector has increased in importance as greater urbanization and suburbanization have occurred (See Appendix B, Table 10).

The comparison of total personal income in Indiana and in the United States indicates that Indiana's share of total personal income is roughly equal to the state's share of the total population. Indiana's per capita personal income of $3,687 was higher than the United States average for that year (See

Appendix B, Table 11). Indiana ranked seventeenth among the states in per capita personal income for 1969. However, Indiana's rank in state and local taxes paid per capita was thirtieth. The citizens of Indiana paid in state and local taxes only $98 for each $1,000 of their personal income. Only the residents of Ohio and Texas paid less per $1,000 of personal income in state and local taxes than did the residents of Indiana (See Appendix B, Table 12).

A summary of the state setting is presented in Appendix B, Table 13. The table summarizes the economic and demographic data for the state of Indiana.

PROFILE OF NATIONAL HIGHER EDUCATION TRENDS

The most striking characteristic of postsecondary education during the past two decades has been the enormous increase in enrollments. Burgeoning enrollments can be attributed to several factors. The large increase in the percentage of the population graduating from high school has let a greater percentage of the population go on to postsecondary education. Also, the great increase in absolute numbers of the traditional college-age population during the 1960's clearly has had an impact on rapidly increasing enrollments in the postsecondary institutions. Other factors such as gradual lessening of financial constraints through rising family incomes and greater student aid opportunities have led to greater numbers of students in higher education.

During the last decade enrollments in higher education increased at a rate nine times that of the population, five times that of public school enrollments and two times that of high school graduates. Only the Gross National Product increased at the same level of activity as shown in Table II.4.

This large increase in number of students attending postsecondary institutions has led to a comparable increase in expenditures for higher education at the national level. Federal involvement in

TABLE II.4. HIGHER EDUCATION GROWTH IN THE UNITED STATES AS COMPARED WITH OTHER GROWTH INDICATORS, 1960-1970

	1960	1970	% Change
U.S. Resident Population	(000's) 179,992	000's 204,766	+14%
Gross National Product (in billions)	$503.8	$1,000	+98%
Per Capita Personal Income	$2,215	$3,687	+66%
Public Schools	(000's)	(000's)	
K-12 Enrollment	42,181	51,500	+22%
High School Graduates	1,864	3,015	+60%
Higher Education Enrollments	(000's) 3,800	(000's) 8,400	+120%

Source: U.S. Department of Commerce, Survey of Current Business; U.S. Bureau of the Census, and National Center for Educational Statistics, "Projection of Educational Statistics to 1977-78," Table 2.

the support of postsecondary education increased during the past decade with the Higher Education Facilities Act of 1963 and Higher Education Act of 1965, which made a larger share of federal funds available for construction of academic facilities and academic program development. Also, the Vocational Education Acts of 1963 and 1968 created more federal support to occupational education programs. The Omnibus Higher Education Act of 1972 authorized direct operating grants to colleges and universities for the first time. The act also established a new program of educational opportunity grants to students, authorized federal matching grants for states that increase their appropriations for college student-grant programs based on need, and authorized a program to assist states in planning and establishing community colleges and vocational education programs.

In addition to rapidly expanding enrollments and increasing costs, higher education has experienced numerous other trends during recent years. No longer is the 18-21 years age group relevant in a discussion of the college-age population. There has been a steady increase in the percentage of persons of all ages attending postsecondary education institutions. At the same time there has been a movement toward removing the usual constraints of time and place in the obtaining of educational experiences. The external degree and the open university are examples of this trend.

The need for trained personnel to assist professionals has been identified and has contributed to the growing emphasis on development and expansion of opportunities in the occupational education program area. Perhaps the most significant shift in emphasis in higher education has occurred with the increasing demand for continuing education at all levels of achievement.

PROFILE OF HIGHER EDUCATION TRENDS IN INDIANA

The great expansion which has occurred nationally in higher education during the past 20 years has also taken place in Indiana. Enrollment in higher education in Indiana showed a higher rate of growth than any of several indexes of societal growth during the last decade as depicted in Table II.5.

TABLE II.5. HIGHER EDUCATION GROWTH IN INDIANA AS COMPARED WITH OTHER GROWTH INDICATORS, 1960-1970

	1960	1970	% Change
Indiana Population	4,662,498	5,193,669	+11.4%
Per Capita Personal Income	2,188	3,687	+68.5%
Public Schools			
K-12 Enrollment	1,016,256	1,246,451	+22.6%
High School Graduates	45,914	72,950	+58.9%
Higher Education Enrollment	98,085	193,118	+96.9%

Source: U.S. Bureau of the Census; Indiana Department of Public Instruction; and Indiana Department of Commerce.

Total enrollment in all Indiana colleges and universities increased 299.2 percent between 1950 and 1970. State and national enrollments are shown in Table II.6.

During the same period enrollments in Indiana's independent institutions have declined fro 36.2 percent of the total enrollment in 1950 to 28.8 percent in 1970, as presented in Table II.7.

TABLE II.6. ENROLLMENT IN INDIANA AND U.S. COLLEGES AND UNIVERSITIES, 1950-1970

	Indiana		United States	
	Enrollment	%Increase	Enrollment	%Increase
1950	57,775	——	2,281,298	——
1960	98,085	69.8	3,800,000	166.6
1970	193,118*	96.9	8,400,000	221.1

Source: Parkhurst, N.M. and Gunderson, T.N., *Summary of Enrollment in Indiana Colleges and Universities, 1950-1970.*

*Does not include enrollments for Indiana Vocational Technical College.

TABLE II.7. ENROLLMENT IN INDIANA PUBLIC AND INDEPENDENT INSTITUTIONS, 1950-1970

	Public Sector	Independent Sector	Total	% in Indpt. Sector
1950	36,852	20,923	57,775	36.2
1960	58,971	39,114	98,085	39.9
1970	137,452*	55,666	193,118	28.8

Source: Parkhurst, N.M. and Gunderson, T.N., *Summary of Enrollment in Indiana Colleges and Universities, 1950-1970.*

*Does not include enrollments for Indiana Vocational Technical College.

CHAPTER III

GOVERNANCE AND STRUCTURE OF PUBLIC POSTSECONDARY EDUCATION IN INDIANA

INTRODUCTION

The plan for the future of postsecondary education in Indiana should be based on a thorough knowledge of the evolution and current status of the state system. The purpose of this chapter is to trace the historical development of the state system of postsecondary education and to describe its current status in terms of its pattern of governance and the structural classification of its campuses.

The state system of postsecondary education in Indiana is defined to include the public, independent, and proprietary institutions that offer postsecondary education programs. There are currently six public institutions of higher education in Indiana, each with its own governing board. These six public institutions operate a total of 17 campuses and 13 regional technical institutes throughout the state. There are also over thirty independent institutions. In addition, there are 75 proprietary institutions which have physical facilities located in the state.

For planning phase one the Commission considered only those 31 independent institutions which, belong to the Independent Colleges and Universities of Indiana 'Incorporated, (ICUI) and gave limited treatment to the efforts of the proprietary sector institutions.

*HISTORICAL DEVELOPMENT OF POSTSECONDARY EDUCATION IN INDIANA**

Postsecondary education in Indiana had its beginning with the Northwest Ordinance of 1787. The essence of that legislation was its intent to ensure educational opportunity for all who made their homes in the Northwest Territory. In succeeding years other legislation was enacted which began to give substance to the intent of the original legislation. The first postsecondary educational institution established in Indiana was Vincennes University which was founded in accordance with provisions of the Indiana Territory Act of 1806. The first Indiana constitution, adopted in 1816, stated, in part, that "It shall be the duty of the General Assembly, as soon as circumstance will permit, to provide by law, for a general system of education, ascending in a regular gradation from township schools to a state university, wherein tuition shall be gratis, and equally open to all." In accordance with that constitutional mandate, the General Assembly created the Indiana State Seminary in 1820 which has since evolved into Indiana University.

In addition to the two public institutions, there was a great deal of growth in the independent sector of postsecondary education in Indiana during the first half of the nineteenth century. The primary impetus for establishing many of these instituions was religious.

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*A chronology of events is provided in Appendix C.

In 1869 and 1870, two more public instituions were added to the state system of postsecondary education. The Morrill Act, passed by Congress in 1862, granted lands to each state for the establishment and support of colleges with the specific assignment of teaching the agricultural and mechanic arts and military tactics. Indiana accepted its grant in 1865, and subsequent gifts of land and money determined the location of the institution at West Lafayette and its 1869 chartering as Purdue University. The General Assembly enacted a law in 1865 establishing a State Normal School for the preparation of teachers for teaching in the schools of Indiana. The city of Terre Haute gave lands and funds toward the establishment there of Indiana State Normal School , which opened in 1870.

At the beginning of the twentieth century, the state system of postsecondary education in Indiana consisted of four public institutions and 22 independent institutions. The institutions were geographically accessible to the young people of Indiana; however, relatively few were financially able or personally motivated to attend them. Prior to the twentieth century, most of the institutions had endured through serious religious controversies, faculty and student disruptions, financial problems and general disinterest on the part of the populace.

In early part of the twentieth century, Indiana State Normal School extended the public system to the eastern part of the state with the creation of a branch in Muncie in 1918. This eastern division of the Normal School later become the fifth public institution when in 1929 it was established as Ball State Teachers College. At the same time, the Terre Haute campus of the Indiana State Normal School was renamed Indiana State Teachers College.

The expansion of the state system continued during the first half of the twentieth century through the creation of several extension centers by Indiana University and Purdue University. Some of these centers by Indiana University and Purdue University. Some of these centers were located in such places as Indianapolis (1916), Fort Wayne (1917), South Bend (1940), Gary (1932), Calumet (1941), Jeffersonville (1941), Kokomo (1946), Richmond (1946), Michigan City - Westville (1941). Other centers were established, but later were abandoned. At the same time, the independent sector of the state system was also growing with 11 additional independent institutions created between 1900 and 1952. Vincennes University also solidified its publicness during this era when it received its first tax levy from Knox County for the support of the institution in 1931, and later its first state appropriation in 1955.

After a decade of stability, the 1960's brought four additional developments which extended the function and structure of the state system. As a result of the Post-High School Education Study Commission recommendations, the Indiana Vocational Technical College was created in 1963.

During the 1960's, four extension centers of Purdue and six extension centers of Indiana University were elevated to degree granting status as regional campuses of the two institutional systems. In 1965, Indiana State and Ball State were given university status.

Also in 1965, a regional campus of Indiana State University was established in Evansville. In 1969, the regional campuses of Purdue and Indiana Universities in Indianapolis were combined, along with the Indiana University Medical Center, the Normal College*, and Herron Art Center to form Indiana University-Purdue University at Indianapolis. In 1971, the Eastern Indiana Center, a joint venture of Ball State, Purdue, Indiana and Earlham in Richmond, was transferred into the Indiana University system as a regional campus. During this year, Indiana University also formalized its Columbus operation into an extension center of the Indiana University-Purdue University at Indianapolis campus. Vincennes University established an extension center at Jasper during 1971.

The Commission for Higher Education of the State of Indiana was established in 1971 to plan and coordinate the programs of Indiana's state institutions of higher education.* As the Commission develops its first statewide long range plan, the current system of higher education includes over 61 campuses, institutes, and centers including 30 campuses in the public sector, and 31 campuses in the independent sector belonging to the ICUI.** These campuses are located throughout the 14 economic planning regions of the state as depicted in Figure I.6 in Chapter I, page 19.

CURRENT STATUS OF GOVERNANCE AND COORDINATION

Since the founding of Harvard in 1636, American higher education has utilized the Scottish concept of a lay board for the governance of academic institutions. As society has increased in its complexity and as higher education has been extended to a larger percentage of citizens, the historical pattern of institutional independence has gradually evolved toward a greater interdependency among all postsecondary institutions, public and independent. This has led to the need for the formation of mechanisms such as the Commission for Higher Education of the State of Indiana, to coordinate and plan for the future of a state system.

Currently, in the State of Indiana, the 30 campuses, institutes, and centers of the public sector are governed by six boards of trustees, five of which govern systems of campuses, centers, and institutes, and one which governs an individual campus:

1. The Trustees of Indiana University, governing campuses and centers at Bloomington, Indianapolis, Gary (Northwest), South Bend, Kokomo, Richmond (East), Fort Wayne, New Albany (Southeast), and an extension center at columbus;
2. The Trustees of Purdue University governing campuses at Lafayette, Hammond (Calumet), Westville (North Central), and Fort Wayne.
3. The Board of Trustees of Indiana State University, governing campuses at Terre Haute and Evansville.
4. The Board of Trustees of Ball State University, governing a campus at Muncie.
5. The Board of Trustees of Vincennes University, governing a campus at Vincennes and an extension center at Jasper.
6. The Board of Trustees of the Indiana Vocational Technical College, governing 13 regional institutes.

Each of the six public postsecondary institutions is a statutory institution governed by a board of trustees which holds a very broad grant of authority from the General Assembly. The details of the size, appointment procedure, term of office and special provisions of the governing boards vary to some extent as shown in Table III.1. Each board has essentially the same set of powers; namely, to

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*The act creating the Commission (Appendix A) defines a state institution of higher education as one which is supported in whole or part by appropriations from the General Assembly.

**The regional campuses of Purdue and Indiana at Fort Wayne are treated as one because they share facilities and programs.

TABLE III.1. BOARDS OF CONTROL OF INDIANA PUBLIC POSTSECONDARY EDUCATIONAL INSTITUTIONS

INSTITUTION	NUMBER	APPOINTMENT	TERM	
Trustees of Indiana Univ.	8	3 elected by Alumni Assn. and appointed by Governor, 5 appointed by Governor	3 yrs.	No more than two may reside in same county. Indiana Code 1971 indicates 5 trustees elected by State Board of Education with approval of Governor.
Trustees of Purdue Univ.	9	3 elected by Alumni Assn. and appointed by Governor; 6 appointed by Governor	3 yrs.	Alumni trustees must be citizens of Indiana. One alumni trustee must be a graduate of the School of Agriculture. One Governor appointee must be a woman. Two Governor appointees primarily engaged in manufacturing industry, two in agriculture, and two citizens of character.
Indiana State University Board of Trustees	7	All appointed by Governor, but 2 nominated by Alumni Council	4 yrs.	All must be citizens of Indiana and U.S. citizens. One must be a woman. One must reside in Vigo County. Alumni nominations must have completed prescribed course at ISU.
Ball State University Board of Trustees	7	All appointed by Governor, but 2 nominated by Alumni Council	4 yrs.	All must be residents of Indiana and U.S. citizens. One must be resident of Delaware County. No more than six of same sex.
Trustees of the Indiana Vocational Tech. College	11	Appointed by Governor	3 yrs.	2 from manufacturing, 2 from commerce, 2 from agriculutre, 2 from labor, 3 at large with no more than 2 of same sex. No one who holds elective of appointive office of the state eligible to serve.
Board of Trustees of Vincennes University	24 3 ex-officio	21 elected by Board with 6 nominated by Governor	3 yrs.	3 ex officio members — Pres. of Univ., Supt. of Schools of Knox County, Supt. of Schools of Vincennes

have complete authority to govern, by lawful means, all aspects of the institution's finances, personnel, and curricula subject only to such limitation as may be established by special law or through the appropriations act passed by the General Assembly.

The 31 campuses that form the independent sector of the state's postsecondary system belonging to the ICUI, are governed by 30 boards of trustees. Each board varies in size, representation, and method of selection. These boards range in size from five to 50. Many boards of trustees of independent institutions represent special interest groups such as a church denomination, and the method of selection is often times self-perpetuating.

The concept of governance and coordination in the state system of higher education includes the organizational relationships involved in the decision making process which affects post secondary education. In the public sector, this includes the Governor, the Commission for Higher Education, institutional governing boards and faculty administrative bodies. In addition, the independent sector currently maintains relationships with the public sector through the Indiana Conference of Higher Education, which has been in existence since 1945.

CURRENT STATUS OF THE STRUCTURE OF THE STATE SYSTEM

The current structure of the state system of higher education may be characterized as the sum of all the campuses which individually conform to one of several institutional types. The composite structure of Indiana's postsecondary education system by institutional type, by private or public control, and by planning and development region is shown in Table III.2.

The 61 campuses, institutes, and centers that currently form the state system have been classified according to the scheme presented in Chapter I. The program summaries which lead to these classifications are discussed in Chapter V.

TABLE III.2 CLASSIFICATION OF EXISTING CAMPUSES BY INSTITUTIONAL TYPE AND PLANNING AND DEVELOPMENT REGION

NAME	TYPE	CONTROL
REGION 1		
IVTC-Northwest Technical Institute	Regional Technical Institute	Public
Indiana University Northwest	Regional Campus-(Communiversity)	Public
Purdue University-Calumet	Regional Campus-(Communiversity)	Public
Purdue University-North Central	Regional Campus-(Community College)	Public
St. Joseph's College	Liberal Arts College	Independent
St. Joseph's College-Calumet	Liberal Arts College	Independent
Valparaiso University	Comprehensive College	Independent
REGION 2		
IVTC-St. Joseph Valley Technical Institute	Regional Technical Institute	Public
Indiana University at South Bend	Regional Campus-(Communiversity)	Public
Bethel College	Liberal Arts College	Independent
Goshen College	Liberal Arts College	Independent
Grace College	Liberal Arts College	Independent
University of Notre Dame	University-Type I	Independent
St. Mary's College of Notre Dame	Liberal Arts College	Independent
REGION 3		
IVTC-Northeast Technical Institute	Regional Technical Institute	Public
Indiana-Purdue at Fort Wayne	Regional Campus-(Communiversity)	Public
Concordia Senior College	Liberal Arts College	Independent
Fort Wayne Bible College	Specialized Institution	Independent
Huntington College	Liberal Arts College	Independent
Indiana Institute of Technology	Professional School	Independent
St. Francis College	Comprehensive College	Independent
Tri-State College	Liberal Arts College	Independent

TABLE III.2. CONTINUED

NAME	TYPE	CONTROL
REGION 4		
IVTC-Tippewa Technical Institute	Regional Technical Institute	Public
Purdue University-Lafayette	University-Type I	Public
Wabash College	Liberal Arts College	Independent
REGION 5		
IVTC-North Central Technical Institute	Regional Technical Institute	Public
Indiana University at Kokomo	Regional Campus-(Communiversity)	Public
Manchester College	Liberal Arts	Independent
REGION 6		
IVTC-East Central Technical Institute	Regional Technical Institute	Public
Ball State University	University-Type II	Public
Anderson College	Liberal Arts College	Independent
Marion College	Liberal Arts College	Independent
Taylor University	Liberal Arts College	Independent
REGION 7		
IVTC-Wabash Valley Technical Institute	Regional Technical Institute	Public
Indiana State University	University-Type II	Public
DePauw University	Liberal Arts	Independent
Rose-Hulman Institute of Technology	Professional	Independent
St. Mary of-the-Woods College	Liberal Arts College	Independent
REGION 8		
IVTC-Mallory Technical Institute	Regional Technical Institute	Public
Indiana University-Purdue University at Indianapolis	(Communiversity)-Professional Schools	Public
Butler University	Comprehensive College	Independent
Franklin College	Liberal Arts College	Independent
Indiana Central College	(Communiversity)	Independent
Marian College	Liberal Arts College	Independent

TABLE III.2. CONTINUED

NAME	TYPE	CONTROL
REGION 9		
IVTC-White Water Technical Institute	Regional Technical Institute	Public
Indiana University East	Regional Campus-(Community College)	Public
Earlham College	Liberal Arts	Independent
REGION 10		
Indiana University-Bloomington	University-Type I	Public
REGION 11		
IVTC-White River Technical Institute	Regional Technical Institute	Public
IUPUI (Columbus)	Extension Center	Public
REGION 12		
IVTC-Ohio Valley Technical Institute	Technical Institute	Public
Hanover College	Liberal Arts	Independent
REGION 13		
IVTC-LincolnLand Technical Institute	Regional Technical Institute	Public
Indiana State at Evansville	Regional Campus-(Communiversity)	Public
Vincennes University	Community College	Public
Vincennes at Jasper	Extension Center	Public
Oakland City College	Liberal Arts	Independent
St. Meinrad College	Liberal Arts	Independent
University of Evansville	(Communiversity)	Independent
REGION 14		
IVTC-George Rogers Clark Technical Institute	Regional Technical Institute	Public
Indiana University Southeast	Regional Campus-(Communiversity)	Public

CHAPTER IV

ACCESS AND ENROLLMENTS FOR POSTSECONDARY EDUCATION IN INDIANA

ACCESS TO POSTSECONDARY EDUCATION IN INDIANA

Access to postsecondary education in Indiana is defined in terms of the presence or absence of any of several variables which may serve to make entry into the system of postsecondary education selective. Access is a complex concept having at least four dimensions: the academic, the financial or economic, the geographic, and the motivational.

This section presents the classification of admissions policies of the postsecondary institutions, the classification of admissions practices of postsecondary institutions, the geographic origins of students attending postsecondary institutions, institutions' share of student enrollments in each planning and development region, planning and development region share of each institution's enrollment, the gross family income levels of students attending public institutions, the costs of attending postsecondary institutions, and the concern for coping with the motivational dimension of access.

The Academic Dimension of Access

Within the academic dimension of access, there are several criteria which are commonly used in considering students for admission to postsecondary educational institutions. They are: high school achievement, achievement tests, admissions or aptitude examinations, religious affiliation and moral character. These criteria are used in varying combinations, with varying levels of required standards of performance, to form the admissions standards for postsecondary educational institutions in Indiana.

The academic dimension of the access issue involves a range of policies including:

an *open door* admissions policy which admits all citizens of Indiana;

a *very non-selective* admissions policy which admits all high school graduates;

a *non-selective* admissions policy which admits high school graduates ranking in the upper 67% of their graduating class;

a *selective* admissions policy which admits high school graduates ranking in the upper 50% of their graduating class;

a *very selective* admissions policy which admits high school graduates ranking in the upper 33% of their graduating class;

a *most selective* admissions policy which embodies a very elitist orientation.

In December, 1971, a survey of all public and independent institutions of postsecondary education was conducted by Technical Committee V, Existing Resources in Indiana Higher Education. The purpose of the survey was to assess the admission policies and procedures of all public and independent postsecondary institutions in Indiana as of September, 1971.

Table IV.1 reflects the current policies under which postsecondary educational institutions in Indiana admitted students to the autumn semester in 1971. Examination of Table IV.1 reveals that fifteen institutions accept all citizens of Indiana who apply for admission. Ten postsecondary institutions accept high school graduates who rank in the upper two-thirds of their high school graduating class who apply for admission. The remaining 33 postsecondary institutions generally require that a student rank in the upper half of his high school graduating class before they will consider the student for admission.

TABLE IV.1 STATED UNDERGRADUATE ADMISSIONS POLICIES OF POSTSECONDARY EDUCATIONAL INSTITUTIONS IN INDIANA: FALL 1971

Institutional Type	DEGREE OF SELECTIVITY			
	Open Door and Very Non-Selective	Non-Selective	Selective	Very Selective and Most Selective
Community College	Vincennes Univ.			
Regional Campus (Community College)			I.U. - East P.U. - N. Central* I.U. - Kokomo	
Regional Campus (Communiversity)		I.S.U. - Evansville	I.U. - Northwest I.U. - South Bend I.U. - Southeast P.U. - Calumet* I.U.P.U. - Fort Wayne*	
(Communiversity)			Indiana Central College U. of Evansville I.U.P.U.I.	
Comprehensive College			Butler University St. Francis College Valparaiso University	
Extension Center	V.U. - Jasper		I.U. - Columbus	
Liberal Arts College		Anderson College Bethel College Franklin College Grace College Oakland City College St. Meinrad College	Goshen College Huntington Coll Manchester Coll Marian College St. Mary-of-the-Woods Taylor University Tri-State College St. Joseph's Coll Wabash College St. Joseph's - Calumet	Earlham College Hanover College St. Mary's College
Professional or Specialized School		Ft. Wayne Bible College	Indiana Institute of Technology	Rose - Hulman Inst. of Technology
Regional Technical Institute	I.V.T.C. - 13 Regional Technical Inst.			
University Type I			I.U. - Bloomington P.U. - Lafayette*	Univ. of Notre Dame
University Type II		Ball State Univ. Indiana State Univ.		

*Purdue University's Schools of Agriculture, Technology, and General Studies have Non-Selective Admissions Policies.
No data available for Concordia College, DePauw University, Marion College.
Source: Institutionally - supplied data collected by Technical Committee V.

The data in Table IV.2 are based on the actual admission practices which are operationalized by the postsecondary institutions in Indiana, and were derived from institutional reports. Examination of the data in Table IV.2 *shows that in actual practice, 18 institutions accept all students who apply;* 23 institutions accept high school graduates who rank in the top 67 percent of their high school graduating class; and 16 of the postsecondary institutions generally require that a student rank in the top 50 percent of his graduating class before they will consider the student for admission.

TABLE IV.2 ADMISSION PRACTICES OF POSTSECONDARY INSTITUTIONS IN INDIANA: FALL 1971

	DEGREE OF SELECTIVITY			
Institutional Type	Open Door and Very Non-Selective	Non-Selective	Selective	Very Selective and Most Selective
Community College	Vincennes Univ.			
Regional Campus (Community College)	I.U. -East	P.U. - N. Central I.U. - Kokomo		
Regional Campus (Communiversity)		I.S.U. - Evansville I.U. - Northwest I.U. - South Bend I.U. - Southeast I.U.P.U. - Ft. Wayne P.U. - Calmet		
(Communiversity)		I.U.P.U.I.	Indiana Central College U. of Evansville	
Comprehensive College		St. Francis College	Butler Univ. Valparaiso Univ.	
Extension Center	V.U. - Jasper	I.U. - Columbus		
Liberal Arts College	St. Meinrad College Oakland City College	Anderson College Bethel College Franklin College Grace College Huntington College St. Joseph College St. Mary-of-the-Woods Tri-State College St. Joseph's Calumet	Goshen College Manchester College Marian College Taylor University Wabash College	Earlham College Hanover College St. Mary's College
Professional or Specialized School		Ind. Inst. of Tech. Ft. Wayne Bible Inst.		Rose-Hulman Inst. of Technology
Regional Technical Institute	I.V.T.C. - 13 Regional Institutes			
University Type I			I.U. - Bloomington P.U. - Lafayette	Univ. of Notre Dame
University Type II		Ball State Univ. Indiana State Univ.		

No data available for Concordia College, DePauw University, Marion College.

Source: Institutionally - supplied data collected by Technical Committee V.

Comparison of the data in Tables IV.1 and IV.2 suggests that there are some differences between policy and practice in admitting students to postsecondary institutions in Indiana. For example, Table IV.1 shows that there are 28 institutions that indicated their policy for admissions is to accept students in the top 50 percent of the graduating class. In practice, as revealed in Table IV.2, 11 of these institutions indicated that they admitted only students who were in the top 50 percent of their graduating class.

Most of the postsecondary educational institutions in Indiana require some form of pre-admission testing. The two tests which are most commonly used are the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT). Exact minimum levels of performance are not available because they are usually not set in absolute terms. They tend to be relative guides and they fluctuate over a period of time.

When considering a student for admission, most institutions of postsecondary education in Indiana attempt to assess the total capability of the student. As a result of this effort to assess the total student, most institutions grant exceptions to their stated admission policies. It might be possible for a student, who does not meet the stated admission policy of the institution to be, nevertheless admitted to a special program or to a school or college within the university.

The Geographic Dimension of Access

The geographic dimension of access is concerned with the location and availability of postsecondary institutions and programs to the citizens of Indiana. In order to measure the access on this dimension, an inventory which determined the geographic origin of all students was prepared. The purpose of this inventory was to determine the number of students from each of the 14 planning and development regions who were attending the various institutions in the state system. Enrollment data from public and independent institutions for the 1971 fall semester or quarter were used.

The total student enrollments for each of the public and independent institutions which comprise the state system are shown in Table IV.3* by geographic residence of students. A total of 197,482 students enrolled in Indiana postsecondary institutions in the 1971 fall semester. Of the total, 145,646 (73.8 percent) attended campuses in the public sector and 51,836 (26.2 percent) attended independent institutions. Some 150,067 (76.0 percent) of the students claimed one of the 14 planning and development regions of the state as their place of residence. Of the 47,415 students from outside the state, 26,425 (55.8 percent) attended independent institutions.

The five largest institutions in the state system are in the public sector including Indiana University-Bloomington at 31,401; Purdue University-Lafayette, 26,033; Ball State University, 17,849; Indiana University-Purdue University at Indianapolis, 15,830; and Indiana State University-Terre Haute, 13,497. Combined, these five campuses enrolled 104,610 students or 52.9 percent of the total enrollment in the public sector.

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*These enrollments do not agree with the enrollments reported by the public institutions to the state government in the fall of 1971. Discrepancies were assumed to be differences in reporting dates.

TABLE IV.3 TOTAL ENROLLMENTS OF INDIANA PUBLIC AND INDEPENDENT INSTITUTIONS BY PLANNING AND DEVELOPMENT REGION: FALL 1971

	INDIANA PLANNING AND DEVELOPMENT REGIONS														OUT OF	
INSTITUTIONS	01	02	03	04	05	06	07	08	09	10	11	12	13	14	STATE	TOTAL
Ball State U	1,414	1,202	1,405	610	999	6,415	79	3,058	847	62	336	247	136	171	868	17,849
Indiana State U	1,412	446	162	679	261	270	4,287	1,690	134	479	334	216	1,318	333	1,476	13,497
I S U - Evansville	3	0	0	2	4	2	4	6	1	2	2	3	2,558	4	0	2,591
I U - Bloomington	3,399	1,807	1,695	654	745	1,027	474	4,923	467	4,531	926	300	1,732	696	8,025	31,401
I U P U I	303	215	249	214	248	446	166	12,305	185	148	232	101	311	101	606	15,830
I U - East	0	2	0	0	0	82	0	3	609	0	0	1	0	0	31	728
I U - Ft. Wayne	16	145	3,977	7	70	45	2	11	7	2	1	2	5	4	139	4,433
I U - Kokomo	13	8	2	99	1,838	93	5	37	3	4	1	1	7	2	25	2,138
I U - Northwest	4,619	11	3	2	3	2	5	5	0	4	1	2	6	2	92	4,757
I U - S. Bend	251	4,964	21	6	31	5	3	8	4	1	1	2	6	3	144	5,450
I U - Southeast	1	0	4	6	0	2	2	7	2	6	70	131	17	2,329	122	2,699
I U -Columbus & Other	2	0	0	1	1	1	2	76	2	5	500	8	5	14	8	625
I V T C	270	593	451	224	423	144	354	780	133	114	166	10	378	45	547	4,632
P U - Lafayette	2,790	1,418	1,098	4,617	948	1,077	410	3,215	417	197	379	282	865	371	7,949	26,033
P U - Calumet	4,818	12	3	9	2	3	0	3	1	1	0	1	1	0	672	5,526
P U - N. Central	1,388	70	0	1	2	0	0	0	0	1	0	0	0	0	13	1,475
P U - Ft. Wayne	19	121	2,323	10	53	91	0	10	3	1	0	1	3	3	89	2,727
Vincennes U	300	80	109	161	99	152	104	519	82	111	81	72	1,097	104	184	3,255
Total Public	21,018	11,094	11,502	7,302	5,727	9,857	5,897	26,656	2,897	5,669	3,030	1,380	8,445	4,182	20,990	145,646
Anderson	24	35	32	6	22	420	11	110	22	11	3	1	23	11	949	1,680
Bethel	8	148	2	0	3	1	0	0	0	0	0	0	0	0	277	439
Butler	127	59	39	77	73	88	18	2,653	26	17	52	10	46	12	1,066	4,363
Concordia Senior	2	3	51	0	0	0	0	1	0	0	2	0	0	0	347	406
DePauw	107	63	52	42	36	53	89	263	26	15	26	10	70	12	1,417	2,281
Earlham	12	6	17	10	9	23	4	50	111	5	2	3	3	1	906	1,162
Ft. Wayne Bible	10	5	149	2	9	7	1	8	3	0	2	1	0	1	292	490
Franklin	47	18	23	19	12	13	11	191	9	13	42	17	5	13	310	743
Goshen	30	365	67	4	16	5	0	5	0	0	0	0	1	0	765	1,258
Grace Col. & Sem	11	166	16	2	19	1	2	8	2	1	0	0	1	0	475	704
Hanover	28	32	40	25	21	42	18	156	27	5	46	57	29	47	464	1,037
Huntington	7	12	245	7	30	17	1	6	5	0	0	1	0	2	222	555
Indiana Central	32	47	44	42	40	63	18	1,764	27	8	68	12	10	24	135	2,334
Indiana Inst-Tech	6	5	81	0	3	6	0	4	0	2	0	1	2	2	520	632
Manchester	87	242	230	37	311	55	3	23	20	3	1	1	1	1	387	1,402
Marian	30	26	12	6	7	13	2	464	34	8	16	24	29	6	246	923
Marion	7	11	33	13	32	392	0	27	5	0	3	0	6	4	296	829
Oakland City	20	7	0	5	2	2	8	15	5	27	23	3	328	38	181	664
Rose-Hulman	74	37	18	26	10	14	179	170	15	27	29	17	63	28	433	1,140
St. Francis	20	116	1,393	8	65	32	1	6	1	0	0	1	2	3	359	2,007
St. Joseph's - C	1,114	0	0	0	0	0	0	0	0	0	0	0	0	0	543	1,657
St. Joseph's - R	222	17	31	34	10	10	2	36	2	1	2	2	11	3	814	1,197
St. Mary's - Woods	37	8	10	2	2	2	42	24	2	2	3	1	21	3	246	405
St. Mary's	38	145	21	5	10	8	2	22	1	0	1	0	7	1	1,529	1,790
St. Meinrad	15	3	2	3	1	3	2	31	5	2	4	3	27	6	152	259
Taylor	25	45	83	12	35	236	3	39	11	3	7	2	1	5	910	1,420
Tri-State	40	110	230	8	29	45	1	27	12	1	0	9	10	1	1,082	1,605
U. of Evansville	49	29	43	29	18	42	15	206	7	46	34	36	3,778	81	980	5,393
U. of Notre Dame	111	1,027	57	23	13	26	8	86	3	1	4	8	34	6	6,831	8,238
Valparaiso	677	91	83	8	26	18	3	51	5	3	16	1	16	3	3,020	4,021
Wabash	93	34	48	64	16	27	22	145	6	7	7	3	50	9	271	802
Total Independent	3,110	2,912	3,152	519	880	1,664	466	6,591	392	208	393	224	4,577	323	26,425	51,836
Total	24,128	14,006	14,654	7,821	6,606	11,521	6,363	33,247	3,289	5,877	3,423	1,604	13,022	4,505	47,415	197,482

Source: Institutionally - supplied data. These data do not conform exactly to "official" enrollment totals due to differences in reporting dates.

The University of Notre Dame is the largest independent institution and ranks sixth in the state system with 8,238 students. The next largest independent institution is the University of Evansville at 5,393 students, ranking it tenth in the state system behind Indiana-Purdue at Fort Wayne at 7,260, Purdue University - Calumet at 5,526 and Indiana University at South Bend with 5,450 students.

The percentage distribution of the students from each planning and development region attending postsecondary institutions in Indiana is shown in Table IV.4. The majority of the students from each of the planning and development regions attend institutions located within that region. Exceptions to this generalization are regions 5, 9, 11, and 12, where students migrate to institutions outside the region. A partial explanation undoubtedly is that these regions have three or less institutions and a relatively low number of students enrolled in postsecondary institutions. Because of the variation in campus size, the public sector institutions serve more students in each region. One exception is the University of Evansville where 29.0 percent of the students from the region attend that institution.

Whether an institution's student marketplace is based in the region, statewide, out-of-state or some combination of these markets is shown in Table IV.5. Utilizing some arbitrary criteria, each of the 61 campuses can be classified as having specific student market orientation, as follows:

a) *Regionally Based* - If an institution draws 60 percent or more of its student enrollments from the region of its location, it can be said to be regionally based. In the state system the regionally based campuses include: Indiana State University at Evansville; Indiana University - Purdue University at Indianapolis; all the regional campuses and extension centers of Indiana and Purdue University; all the regional institutes of Indiana Vocational Technical College; and Butler University, Indiana Central College, St. Francis College, St. Joseph's College - Calumet, and the University of Evansville in the independent sector.

b) *Out - of - State Based* - If an institution draws over 65 percent of its students from out - of - state, it is primarily out - of - state based. The institutions in this category include: Concordia Senior College, DePauw University, Earlham College, Grace College, Indiana Institute of Technology, St. Joseph's College - Rensselaer, St. Mary of the Woods College, St. Mary's College of Notre Dame, Taylor University, Tri - State College, Valparaiso University, and the University of Notre Dame.

c) *Statewide Based* - If an institution draws large numbers of students from all 14 planning and development regions and less than 50 percent of its students come from out-of-state, it is said to be statewide based. In this category fall Ball State University, Indiana State University at Terre Haute, Vincennes University, Franklin College, Hanover College, Manchester College, Rose-Hulman Institute of Technology, and Wabash College.

d) *Out - of -State and Regionally Based*- There are some institutions that have over 50 percent of their students coming from out - of - state, yet another 25 percent or more also come from the region. Such institutions have a dual base that can be called out - of - state and regional. In this category the institutions included are: Anderson College, Bethel College, Fort Wayne Bible College, and Goshen College.

TABLE IV.4 INSTITUTION SHARE (IN PERCENTAGE) OF THE STUDENT ENROLLMENT IN EACH PLANNING AND DEVELOPMENT REGION: FALL 1971

INSTITUTIONS	INDIANA PLANNING AND DEVELOPMENT REGIONS														OUT OF STATE	TOTAL
	01	02	03	04	05	06	07	08	09	10	11	12	13	14		
Ball State University	5.9	8.6	9.6	7.8	15.1	55.6	1.2	9.2	25.8	1.1	9.8	15.4	1.0	3.7	1.8	9.1
Indiana State University	5.9	3.2	1.2	8.7	4.0	2.3	67.4	5.1	4.1	8.3	9.8	13.5	10.1	7.2	3.1	6.8
I.S.U. - Evansville	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.2	19.7	0.1	0.0	1.3
I.U. - Bloomington	14.1	12.9	11.6	8.4	11.3	8.9	7.5	14.8	14.2	76.9	27.1	18.8	13.4	16.1	16.9	15.9
I.U.P.U.-I.	1.2	1.5	1.8	2.7	3.7	3.9	2.6	37.1	5.6	2.5	6.8	6.3	2.4	2.2	1.3	8.1
I.U. - East	0.0	0.0	0.0	0.0	0.0	0.7	0.0	0.0	18.5	0.0	0.0	0.0	0.0	0.0	0.1	0.4
I.U. - Ft. Wayne	0.1	1.0	27.1	0.1	1.1	0.4	0.0	0.0	0.2	0.0	0.0	0.1	0.0	0.1	0.3	2.2
I.U. - Kokomo	0.1	0.0	0.0	1.3	27.9	0.8	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.0	0.1	1.1
I.U. - Northwest	19.1	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.2	2.4
I.U. - S. Bend	1.0	35.5	0.2	0.1	0.5	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.3	2.8
I.U. - Southeast	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	2.0	8.2	0.1	51.7	0.2	1.4
I.U. - Columbus & Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	14.7	0.5	0.0	0.3	0.0	0.3
I.V.T.C.	1.1	4.2	3.2	2.9	6.4	1.3	5.6	2.4	4.0	2.0	4.8	0.6	2.9	1.0	1.2	2.3
P.U. - Lafayette	11.6	10.2	7.5	59.1	14.3	9.4	6.4	9.7	12.7	3.4	11.1	17.6	6.6	8.1	16.7	13.2
P.U. - Calumet	20.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	2.8
P.U. - N. Central	5.7	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7
P.U. - Ft. Wayne	0.1	0.9	15.9	0.1	0.8	0.8	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.2	1.4
Vincennes U.	1.2	0.6	0.7	2.0	1.5	1.3	1.6	1.6	2.5	1.9	2.4	4.5	8.4	2.3	0.4	1.6
Total Public	87.1	79.3	78.8	93.4	86.7	85.5	92.7	80.2	88.1	96.5	88.6	86.0	64.9	93.0	44.2	73.8
Anderson	0.1	0.2	0.2	0.1	0.3	3.6	0.2	0.3	0.7	0.2	0.1	0.1	0.2	0.2	2.0	0.8
Bethel	0.0	1.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.2
Butler	0.5	0.4	0.3	1.0	1.1	0.8	0.3	8.0	0.8	0.3	1.5	0.6	0.4	0.3	[illegible]	2.2
Concordia Senior	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	[illegible]	0.2
DePauw	0.4	0.5	0.4	0.5	0.5	0.5	1.5	0.8	0.8	0.3	0.8	0.6	0.5	0.3	3.0	1.2
Earlham	0.1	0.1	0.0	0.1	0.1	0.2	0.1	0.2	3.4	0.1	0.1	0.2	0.0	0.0	1.9	0.6
Ft. Wayne Bible	0.0	0.1	1.0	0.0	0.1	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.6	0.2
Franklin	0.2	0.1	0.2	0.2	0.2	0.1	0.2	0.6	0.3	0.2	1.2	1.0	0.0	0.3	0.7	0.4
Goshen	0.1	2.6	0.4	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.6
Grace Col & Sem	0.1	1.2	0.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.4
Hanover	0.1	0.2	0.3	0.3	0.3	0.4	0.3	0.5	0.8	0.1	1.3	3.5	0.2	1.0	1.0	0.5
Huntington	0.0	0.1	1.6	0.1	0.5	0.1	0.0	0.0	0.2	0.0	0.0	0.1	0.0	0.0	0.5	0.3
Indiana Central	0.1	0.3	0.3	0.5	0.6	0.6	0.3	5.3	0.8	0.1	2.0	0.7	0.1	0.5	0.3	1.2
Indiana Inst-Tech	0.0	0.1	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	1.1	0.3
Manchester	0.4	1.7	1.6	0.5	4.7	0.5	0.0	0.1	0.6	0.0	0.0	0.1	0.0	0.0	0.8	0.7
Marian	0.1	0.2	0.1	0.1	0.1	0.1	0.0	1.4	1.0	0.1	0.5	1.5	0.2	0.1	0.5	0.5
Marion	0.0	0.1	0.2	0.2	0.5	3.4	0.0	0.1	0.2	0.0	0.1	0.0	0.0	0.1	0.6	0.4
Oakland City	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.2	0.5	0.7	0.2	2.5	0.8	0.4	0.3
Rose-Hulman	0.3	0.2	0.1	0.3	0.2	0.1	2.8	0.5	0.4	0.5	0.8	1.0	0.5	0.6	0.9	0.6
St. Francis	0.1	0.8	9.4	0.1	1.0	0.3	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.8	1.0
St. Joseph's - C	4.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.8
St. Joseph's - R	0.9	0.1	0.2	0.4	0.2	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1	1.7	0.6
St. Mary-Woods	0.2	0.1	0.1	0.0	0.0	0.0	0.7	0.1	0.0	0.0	0.1	0.1	0.2	0.1	0.5	0.2
St. Mary's	0.2	1.0	0.1	0.1	0.2	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	3.2	0.9
St. Meinrad	0.1	0.0	0.0	0.0	0.0	0.0	0.C	0.1	0.2	0.0	0.1	0.2	0.2	0.1	0.3	0.1
Taylor	0.1	0.3	0.6	0.2	0.5	2.1	0.0	0.1	0.3	0.1	0.2	0.1	0.0	0.1	1.9	0.7
Tri-State	0.2	0.8	1.6	0.1	0.4	0.4	0.0	0.1	0.4	0.0	0.0	0.6	0.1	0.0	2.3	0.8
U. of Evansville	0.2	0.2	0.3	0.4	0.3	0.4	0.3	0.6	0.2	0.8	1.0	2.2	29.0	1.9	2.1	2.7
U. of Notre Dame	0.5	7.3	0.4	0.3	0.2	0.2	0.1	0.2	0.1	[illegible]	0.1	0.5	0.3	0.1	14.4	4.2
Valparaiso	2.8	0.6	0.6	0.1	0.4	0.2	0.0	0.2	0.2	0.1	0.5	0.1	0.1	0.1	6.4	2.1
Wabash	0.4	0.2	0.3	0.8	0.3	0.2	0.4	0.4	0.2	0.1	0.2	0.2	0.4	0.2	0.6	0.5
Total Independent	12.9	20.7	21.2	6.6	13.3	14.5	7.3	19.8	11.9	3.5	11.4	14.0	35.1	7.0	55.8	26.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Institutionally - supplied data. These data do not conform exactly to "official" enrollment totals due to differences in reporting dates.

TABLE IV.5 PLANNING AND DEVELOPMENT REGION SHARE OF EACH INSTITUTION'S STUDENT ENROLLMENT (ROW): FALL 1971

INSTITUTIONS	INDIANA PLANNING AND DEVELOPMENT REGIONS														OUT OF STATE	TOTAL
	01	02	03	04	05	06	07	08	09	10	11	12	13	14		
Ball State U	7.9	6.7	7.9	3.4	5.6	35.9	0.4	17.1	4.8	0.3	1.9	1.4	0.8	1.0	4.9	100.0
Indiana State U	10.5	3.3	1.2	5.0	1.9	2.0	31.8	12.5	1.0	3.5	2.5	1.6	9.8	2.5	10.9	100.0
I.S.U. - Evansville	0.1	0.0	0.0	0.1	0.2	0.1	0.2	0.2	0.0	0.1	0.1	0.1	98.7	0.1	0.0	100.0
I.U. - Bloomington	10.8	5.8	5.4	2.1	2.4	3.3	1.5	15.7	1.5	14.4	2.9	1.0	5.5	2.2	25.5	100.0
I.U.P.U.-I.	1.9	1.4	1.6	1.4	1.6	2.8	1.0	77.1	1.2	0.9	1.5	0.6	2.0	0.6	3.8	100.0
I.U. - East	0.0	0.2	0.0	0.0	0.0	11.3	0.0	0.4	83.7	0.0	0.0	0.1	0.0	0.0	4.3	100.0
I.U. - Ft. Wayne	0.4	3.3	89.7	0.2	1.6	1.0	0.0	0.3	0.2	0.0	0.0	0.0	0.1	0.1	3.1	100.0
I.U. - Kokomo	0.6	0.4	0.1	4.6	86.0	4.3	0.2	1.7	0.1	0.2	0.1	0.1	0.3	0.1	1.2	100.0
I.U. - Northwest	97.3	0.2	0.1	0.0	0.1	0.0	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.0	1.9	100.0
I.U. - S. Bend	4.6	91.1	0.4	0.1	0.6	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.1	2.6	100.0
I.U. - Southeast	0.0	0.0	0.2	0.2	0.0	0.1	0.1	0.3	0.1	0.2	2.6	4.8	0.6	86.3	4.5	100.0
I.U. - Columbus & Other	0.3	0.0	0.0	0.2	0.2	0.2	0.3	12.1	0.3	0.8	80.0	1.3	0.8	2.2	1.3	100.0
I.V.T.C.	5.8	12.8	9.8	4.8	9.1	3.1	7.6	16.9	2.9	2.5	3.6	0.2	8.2	1.0	11.7	100.0
P.U. - Lafayette	10.7	5.5	4.2	17.7	3.6	4.1	1.6	12.3	1.6	0.8	1.5	1.1	3.3	1.4	30.6	100.0
P.U. - Calumet	87.2	0.3	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.2	100.0
P.U. - N. Central	94.1	4.7	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	100.0
P.U. - Ft. Wayne	0.7	4.4	85.2	0.4	2.0	3.3	0.0	0.4	0.1	0.0	0.0	0.0	0.1	0.1	3.3	100.0
Vincennes U	9.2	2.5	3.3	5.0	3.0	4.7	3.2	16.0	2.5	3.4	2.5	2.2	33.7	3.2	5.6	100.0
Total Public	14.4	7.6	7.9	5.0	3.9	6.8	4.1	18.3	2.0	3.9	2.1	0.9	5.8	2.9	14.4	100.0
Anderson	1.4	2.1	1.9	0.4	1.3	25.0	0.7	6.6	1.3	0.6	0.2	0.0	1.4	0.6	56.5	100.0
Bethel	1.8	33.7	0.5	0.0	0.7	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	63.1	100.0
Butler	2.9	1.4	0.9	1.8	1.7	2.0	0.4	60.8	0.6	0.4	1.2	0.2	1.1	0.3	24.3	100.0
Concordia Senior	0.5	0.7	12.6	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.5	0.0	0.0	0.0	85.5	100.0
DePauw	4.7	2.8	2.3	1.8	1.6	2.3	3.9	11.5	1.1	0.7	1.1	0.4	3.1	0.5	62.2	100.0
Earlham	1.0	0.5	1.5	0.9	0.8	2.0	0.3	4.3	9.6	0.4	0.2	0.2	0.2	0.1	78.0	100.0
Ft. Wayne Bible	2.0	1.0	30.5	0.4	1.8	1.4	0.2	1.6	0.6	0.0	0.4	0.2	0.0	0.2	59.7	100.0
Franklin	6.3	2.4	3.1	2.6	1.6	1.8	1.5	25.7	1.2	1.7	5.7	2.3	0.7	1.7	41.7	100.0
Goshen	2.4	29.0	5.3	0.3	1.3	0.4	0.0	0.4	0.0	0.0	0.0	0.0	0.1	0.0	60.8	100.0
Grace Col. & Sem	1.6	23.6	2.3	0.3	2.7	0.1	0.3	1.1	0.3	0.1	0.0	0.0	0.1	0.0	67.5	100.0
Hanover	2.7	3.1	3.9	2.4	2.0	4.1	1.7	15.0	2.6	0.5	4.4	5.5	2.8	4.5	44.8	100.0
Huntington	1.3	2.3	44.1	1.3	5.4	3.1	0.0	1.1	0.9	0.0	0.0	0.1	0.0	0.3	40.0	100.0
Indiana Central	1.4	2.0	1.9	1.8	1.7	2.7	0.8	75.6	1.2	0.3	2.9	0.5	0.4	1.0	5.8	100.0
Indiana Inst-Tech	1.0	0.8	12.8	0.0	0.5	0.9	0.0	0.6	0.0	0.3	0.0	0.2	0.3	0.3	82.3	100.0
Manchester	6.2	17.3	16.4	2.5	22.2	3.9	0.2	1.6	1.4	0.2	0.1	0.1	0.1	0.1	27.6	100.0
Marian	3.2	2.8	1.3	0.6	0.8	1.4	0.2	50.3	3.7	0.9	1.7	2.6	3.1	0.7	26.7	100.0
Marion	0.8	1.3	4.0	1.6	3.9	47.3	0.0	3.2	0.6	0.0	0.4	0.0	0.7	0.5	35.7	100.0
Oakland City	3.0	1.0	0.0	0.8	0.3	0.3	1.2	2.2	0.8	4.1	3.5	0.4	49.4	5.7	27.3	100.0
Rose-Hulman	6.5	3.2	1.6	2.3	0.9	1.2	15.7	14.9	1.3	2.4	2.5	1.5	5.5	2.5	38.0	100.0
St. Francis	1.0	5.8	69.4	0.4	3.3	1.6	0.0	0.3	0.0	0.0	0.0	0.0	0.1	0.2	17.9	100.0
St. Joseph's - C	67.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	32.8	100.0
St. Joseph's - R	18.5	1.4	2.6	2.8	0.8	0.8	0.2	3.0	0.2	0.1	0.2	0.2	0.9	0.3	68.0	100.0
St. Mary - Woods	9.1	2.0	2.5	0.5	0.5	0.5	10.4	5.9	0.5	0.5	0.7	0.3	5.2	0.7	60.7	100.0
St. Mary's	2.1	8.1	1.2	0.3	0.6	0.4	0.1	1.2	0.1	0.0	0.1	0.0	0.4	0.1	85.3	100.0
St. Meinrad	5.8	1.2	0.8	1.2	0.4	1.2	0.8	12.0	1.9	0.8	1.5	1.2	10.4	2.1	58.7	100.0
Taylor	1.8	3.2	5.8	0.8	2.5	16.6	0.2	2.7	0.8	0.2	0.5	0.1	0.3	0.4	64.1	100.0
Tri-State	2.5	6.8	14.3	0.5	1.8	2.8	0.1	1.7	0.7	0.1	0.0	0.6	0.6	0.1	67.4	100.0
U. of Evansville	0.9	0.5	0.8	0.5	0.3	0.8	0.3	3.8	0.1	0.9	0.6	0.7	70.1	1.5	18.2	100.0
U. of Notre Dame	1.3	12.6	0.7	0.3	0.2	0.3	0.1	1.0	0.0	0.0	0.0	0.1	0.4	0.1	82.9	100.0
Valparaiso	16.8	2.3	2.1	0.2	0.6	0.4	0.1	1.3	0.1	0.1	0.4	0.0	0.4	0.1	75.1	100.0
Wabash	11.6	4.2	6.0	8.0	2.0	3.4	2.7	18.1	0.7	0.9	0.9	0.4	6.2	1.1	33.8	100.0
Total Independent	6.0	5.6	6.1	1.0	1.7	3.2	0.9	12.7	0.8	0.1	0.8	0.4	8.8	0.6	51.0	100.0
Total	12.2	7.1	7.4	4.0	3.4	5.8	3.2	16.8	1.7	3.0	1.7	0.8	6.6	2.3	24.0	100.0

Source: Institutionally - supplied data. These data do not conform exactly to "official" enrollment totals due to differences in reporting dates.

e) *Regionally and Statewide Based* - Some institutions have 30 percent or more of their students coming from that region, yet less than 40 percent from out-of-state. In this case the institution can be categorized as being regionally and state based. Marian College, Huntington College, Marion College, and Oakland City College fit into this category.

f) *Regionally, Statewide and Out-of-State Based* - Indiana University-Bloomington and Purdue University-Lafayette are institutions which are based in all three marketplaces. They get the majority of the students from their regions, yet attract a high number and percentage of their students from all 14 planning and development regions. In addition, a significant percentage of their students, especially graduates, are from out-of-state. St. Meinrad College is also a combination of this nature, however, with a majority coming from out - of - state. Only 10.4 percent comes from within the region.

The Financial Dimension of Access

The economic dimension of access to postsecondary education is the degree to which there are or are not financial barriers to attendance. Financing postsecondary education in Indiana is addressed in Chapter VII. Collection of information relative to the student's ability to pay his or her share of the costs of attending a postsecondary institution is presented in part in this Section.

In a study conducted by the financial aids officers of the public institutions of Indiana, data were collected for the purpose of determining gross family income of students attending postsecondary institutions. The samples used in the study consisted of 10 percent of the undergraduate student enrollments at the public institutions. Data for all public and independent institutions in Indiana were not available at the time this report was compiled. The information has been requested, and it will be reported at some future date.

Table IV.6 shows the gross family income for students who were attending the public institutions during February, 1971.

TABLE IV.6. PERCENTAGE OF STUDENTS BY GROSS FAMILY INCOME LEVELS ATTENDING PUBLIC UNIVERSITIES IN INDIANA, 1971-72

	Public Institutions (Percent)							
Gross Family Income Level	P.U. Laf.	I.U. Blgtn.	Ball State	Ind. State	IUPUI	P.U. Reg.	I.U. Reg.	Vinc. Univ.
Less than $ 3,000	1.8	1.8	2.8	3.0	3.1	1.8	.8	10.9
3,000 - 5,999	6.5	4.8	6.7	8.8	6.9	3.5	9.4	13.7
6,000 - 7,499	4.1	4.5	7.0	9.2	5.6	4.4	5.9	14.9
7,500 - 8,999	6.5	5.0	8.0	8.6	10.0	9.3	7.0	12.7
9,000 - 11,999	18.0	12.8	19.7	20.9	22.8	31.0	16.8	20.6
12,000 - 14,999	16.0	16.2	20.7	21.4	19.7	20.4	18.0	27.8
15,000 - 19,999	17.7	17.3	19.3	16.9	16.2	20.8	13.3	
20,000 & over	27.6	32.5	14.1	11.3	9.2	8.0	23.0	
No response	1.6	5.2	1.8		6.4	.9	5.9	
Totals*	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Numbers do not add to 100 percent because of rounding

Source: Survey conducted by the Indiana Student Financial Aid Association

The data in Table IV.6 suggest that a great proportion of students who attended the state universities during 1971 came from families where the gross family income was above $9,000 per year. Students attending Purdue University-Lafayette and Indiana University - Bloomington tended to come from families where the gross family income was higher than the students who attended the other state institutions.

Accurate data on the ability of students to pay the costs of their education are difficult to find. Family income data have been included because parents pay for a large part of the costs of educating their children.

Table IV.7 displays the estimated costs of attending postsecondary educational institutions in Indiana for the 1971-72 academic year. The costs represent estimates and were taken from the *College and University Handbook of Indiana*, published by the Indiana Student Financial Aid Association and Indiana Association of College Admissions Counselors.

Further analysis of Table IV.7 allowed the following conclusions:

1. The average tuition fee costs for in-state students attending public institutions was $670 during the 1971-72 academic year. (Excluding IVTC) The range was $540 - $755.

2. The average estimated total costs for in-state students attending the residential public institutions during the 1971-72 academic year was $2,236. The range was $2,100-$2,450.

3. The average tuition fee costs for out-of-state students attending public institutions during the 1971-72 academic year was $1,234. The range was $600 - $1,600.

4. The average estimated total costs for out-of-state students attending residential public institutions during the 1971-72 academic year was $2,917. The range was $2,627-$3,400.

5. The average tuition fee costs for students attending independent institutions in Indiana during the 1971-72 academic year was $1,722. The range was $1,025-$2,600.

6. The average estimated total costs for students attending independent institutions in Indiana during the 1971-72 academic year was $3,163. The range was $2,490-$4,250.

Motivational Dimension of Access

Motivation affects the degree to which access to postsecondary education is available to people in our society. The problem of identifying and quantifying this dimension of access is very difficult.

During recent years, attempts have been made by postsecondary educational institutions in Indiana to improve the educational opportunities for people in our state who are members of low income groups and who are members of minority groups. Data in Table IV.6 showed that a very low percentage of students attending public postsecondary institutions in Indiana are drawn from families whose gross family income was below $6,000 per year. Examination of Table IV.8 shows the percentage of students from minority groups who attended postsecondary institutions in Indiana during the 1971-72 academic year.

TABLE IV.7 COST OF ATTENDING POSTSECONDARY EDUCATIONAL INSTITUTIONS IN INDIANA FOR IN STATE AND OUT-OF-STATE UNDERGRADUATE STUDENTS PER ACADEMIC YEAR 1971-72

Institution	IN-STATE		OUT-OF-STATE	
	Fees-Tuition	Total Estimated Costs**	Fees-Tuition	Total Estimated Costs**
Public Institutions				
Ball State University	$ 540	$2,155	$1,080	$2,695
Indiana State University	574	2,100	1,101	2,627
Indiana State University - Evansville	640		1,184	
Indiana University - Bloomington	650	2,170	1,490	2,960
I.U.P.U.I. and Regional Campuses	600		1,200	
Indiana Vocational - Technical College	300	520	600	
Purdue University - Lafayette	700	2,450	1,600	3,400
Purdue University - Calumet	750		1,350	
Purdue University - Fort Wayne	750		1,500	
Purdue University - North Central	700		1,750	
Vincennes University	755	2,305	1,255	2,905
*Independent Institutions**				
Anderson College	$1,580	$2,900		
Bethel College	1,440	2,830		
Butler University	1,650	3,150		
DePauw University	2,500	4,250		
Earlham College	2,600	4,200		
Franklin College	2,050	3,510		
Goshen College	1,665	2,950		
Grace College	1,430	2,820		
Hanover College	2,060	3,460		
Huntington College	1,585	3,185		
Indiana Central College	1,600	2,900		
Indiana Institute of Technology	1,500	2,870		
Manchester College	1,740	2,900		
Marian College	1,400	2,810		
Marion College	1,630	2,980		
Oakland City College	1,265	2,490		
Rose-Hulman Institute	1,875	3,550		
St. Francis College	1,025	2,575		
St. Joseph's College	1,830	3,200		
St. Mary-of-the-Woods	1,520	2,950		
Taylor University	1,843	3,260		
Tri-State College	1,344	2,814		
University of Evansville	1,413	3,000		
University of Notre Dame	2,300	3,850		
Valparaiso University	1,984	3,479		
Wabash College	2,450	3,950		

*Costs for students attending independent institutions are the same regardless of residency, except at Butler University, where graduates of Marion County high schools are assessed somewhat lower fees.

**Because of the difficulty in assessing costs of attending non - residential campuses, the data have not been presented.

Source: College and University Handbook of Indiana

There may or may not be a correlation between income, race, and attendance in higher education. However, the fact remains that students from low income families and from minority groups are not attending postsecondary institutions in Indiana to the degree that they represent a proportion of the total population of Indiana. (See Appendix B, Table 8.)

TABLE IV.8 RACIAL DISTRIBUTION OF STUDENTS ATTENDING POSTSECONDARY EDUCATION INSTITUTIONS IN INDIANA, 1971-72

Institution	Race		
	Caucasian	Black-Afro-American	Other
Public			
Ball State University	96%	3%	1%
Indiana State University	93%	5%	2%
Indiana University-Bloomington	92%	4%	4%
I.U. - Southeast	97%	2%	1%
I.U. - Fort Wayne	96%	3%	1%
I.U. - Northwest	76%	20%	4%
I.U. - Kokomo	95%	4%	1%
I.U. - East	95%	4%	1%
I.U. - South Bend	94%	5%	1%
I.U.P.U.I.	89%	9%	2%
I.V.T.C.	84%	11%	5%
Purdue University-Lafayette	96%	3%	1%
P.U. - Fort Wayne	93%	4%	3%
P.U. - Calumet	91%	6%	3%
P.U. - North Central	97%	2%	1%
Vincennes University	89%	10%	1%
Independent Institutions			
Anderson College	92%	8%	0
Butler University	96%	4%	0
Bethel College	95%	4%	1%
Concordia College	99%	1%	0
Earlham College	NA*	NA*	NA
Fort Wayne Bible College	97%	1%	2%
Franklin College	NA*	NA*	NA
Goshen College	93%	6%	1%
Grace College	99%	5%	5%
Hanover College	96%	2%	2%
Huntington College	96%	3%	1%
Indiana Central College	NA*	NA*	NA
Indiana Institute of Technology	95%	3%	1%
Manchester College	98%	2%	0
Marian College	91%	8%	1%
Oakland City College	NA*	NA*	NA
Rose-Hulman Institute	90%	(Remaining 10% not categorized)	
St. Francis College	92%	8%	0
St. Joseph's College	97%	3%	0
St. Joseph's - Calumet	80%	11%	9%
St. Mary's-of-the-Woods	84%	15%	1%
St. Mary's College	98%	2%	0
St. Meinrad College	96%	3%	1%
Taylor University	98%	1%	1%
Tri-State College	94%	2%	4%
University of Evansville	97%	2%	1%
University of Notre Dame	94%	3%	3%
Valparaiso University	97%	2%	1%
Wabash College	94%	4%	2%

*NA - means not available

Source: Institutionally - supplied data collected by Technical Committee V.

ENROLLMENTS FOR POSTSECONDARY INSTITUTIONS IN INDIANA

Current and projected enrollments in postsecondary institutions are most important to the development of a long range plan for postsecondary education in Indiana. No attempt was made at this time to provide projections for individual campuses, however, because such projections must be grounded in the future missions of the institutions. Current institutional enrollments were provided in the Access section of this chapter.

The information provided in this section includes: expected high school graduates and projections through 1982; enrollments in public and independent institutions and projections through 1982; postsecondary attendance rates; and student migration patterns.

High School Graduates in the State of Indiana

Table IV.9 provides the actual number of high school graduates for each of the years from 1968 to 1971 and projections of high school graduates from 1972 to 1982. To make the projections, public, private and parochial school pupil enrollments in each of the grades from first to twelfth for each of Indiana's 92 counties were obtained from the State Superintendent of Public Instruction for each of the years from the Fall of 1968 to the Fall of 1970. County by county public high school graduates in the Spring of each of the years from 1968 to 1971 also were obtained from this source. Private and parochial high school graduates were not available.

TABLE IV.9 HIGH SCHOOL GRADUATES IN THE STATE OF INDIANA: ACTUAL AND PROJECTED

			Change Over Previous Year	
Year		Number	Number	Percent
1968	Actual	70,270	—	—
1969		75,265	4,995	7.1
1970		76,206	941	1.3
1971		75,740	-466	-0.6
1972	Projected	78,768	3,028	4.0
1973		79,028	260	0.3
1974		80,189	1,161	1.5
1975		81,852	1,663	2.1
1976		81,313	-539	-0.7
1977		80,868	-445	-0.5
1978		79,743	-1,125	-1.4
1979		79,842	99	0.1
1980		77,308	-2,534	-3.2
1981		75,664	-1,644	-2.1
1982		74,225	-1,437	-1.9

Three year average grade-to-grade advancement ratios were computed for each of the counties. For public schools, an advancement ratio from the twelfth grade Fall enrollment to the number of high school graduates was also computed and applied to twelfth grade enrollments to estimate the number of high school graduates.

For each county the advancement ratios were applied to existing grade level enrollments to obtain projections of high school graduates. For example, Fall 1970 eleventh grade enrollment is multiplied by eleventh - to - twelfth grade advancement ratio and by the twelfth - grade - to - highschool graduate advancement ratio to estimate high school graduates in 1972. The results of these calculations for each county then were summed to produce the figures presented in Table IV.9.

Enrollment in All Indiana Colleges and Universities

The base selected for use in making the projections was the actual fall enrollment in Indiana colleges and universities during the past five academic years beginning with 1967 and ending with 1971. The enrollment figures used are those reported by the colleges and universities for the years 1967 through 1971 to the Indiana Association of Collegiate Registrars and Admission Officers (IACRAO) for inclusion in the Annual Enrollment Report. The projections exclude Indiana Vocational Technical College since their enrollment was not reported to the IACRAO prior to 1969. To project future enrollment, the enrollment in the base period was compared to births in Indiana during the period 1949 through 1953. The ratio of the freshman enrollment to births of eighteen years earlier represents the proportion of the population entering an Indiana college or university. Since births in Indiana paralleled births in the United States for these years this method of projecting future enrollments was selected without reference to national births. To project fall enrollment of freshman students, the annual birth figures for the years 1954 through 1964 were utilized.

The five-year fall enrollment base period was selected over a base period of greater length on the premise that the most recent enrollment experience best exemplifies the effect of the current policy of the state's colleges and universities on enrollment patterns. It is assumed that current policy will be continued and that future enrollment patterns will continue to be reflective of this policy.

Table IV.10 depicts actual statewide enrollment for the years 1967 through 1971 as well as projected enrollment for the years 1972 through 1982. This table is the sum of two tables: Table IV.11, Independent Colleges and Universities Enrollment, and Table IV.12, Public Universities Enrollment.

Postsecondary Attendance Rates in Indiana

In 1968, the ratio of total freshman enrollment to prior year's high school graduates attending Indiana colleges and universities was 55.2 percent.* On a county - by - county basis, the ratio of total freshman enrollment to prior year's high school graduates ranged from a high of 76.3 percent for Monroe County to a low of 27.1 percent for Switzerland County. The median ratio was 47.6 percent.

The number of 1968 Indiana high school graduates enrolled in Indiana colleges and universities in 1968 was 38,948. Eighty-five percent of these students were enrolled in public institutions of higher learning; the remaining 15.0 percent were enrolled in independent institutions. About 60 percent of those students enrolled in public institutions were enrolled on the main campuses; the other 40 percent were enrolled on regional campuses.

County-by-county information on the ratio of total freshman enrollment to prior year's high school graduates in Indiana colleges and universities and the percent of freshmen in independent and public institutions is found in Table IV.13.

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*1968 data in this section were drawn from a census of all freshmen students in Indiana institutions reported in Elliott, T. Michael, *College Attendance in Indiana*, Regional Campus Coordinating Committee, Bloomington, 1969, 58 pp.

TABLE IV.10 STATE OF INDIANA ENROLLMENT IN ALL COLLEGES & UNIVERSITIES, ACTUAL 1967 THROUGH 1971 AND PROJECTED 1972 THROUGH 1982*

Year	Freshman	Sophomore	Junior	Senior	Total Undergrad	Graduate & Professional	Other	Grand Total
1967	47,582	32,362	25,314	20,311	125,569	28,892	10,938	165,399
1968	50,720	34,579	26,223	24,437	135,959	30,269	12,011	178,239
1969	52,782	35,707	27,715	26,127	142,331	30,059	12,124	184,514
1970	54,533	38,303	28,189	27,300	148,325	35,159	9,634	193,118
1971	55,820	39,741	29,956	28,494	154,011	35,634	9,336	198,981
1972	58,101	40,273	31,307	29,355	159,036	37,139	10,000	206,175
1973	58,096	41,929	31,753	30,691	162,470	37,487	10,000	209,957
1974	61,104	41,909	33,065	31,124	167,202	39,515	10,000	216,717
1975	62,655	44,058	33,038	32,409	172,160	40,351	10,000	222,511
1976	61,215	45,158	34,722	32,384	173,479	40,289	10,000	223,768
1977	61,630	44,102	35,579	34,037	178,347	40,511	10,000	225,858
1978	61,968	44,382	34,736	34,878	175,964	41,408	10,000	227,372
1979	62,006	44,607	34,946	34,055	175,614	41,832	10,000	227,446
1980	60,372	44,616	35,113	34,262	174,363	40,823	10,000	225,186
1981	59,702	43,424	35,110	34,428	172,664	40,668	10,000	223,332
1982	59,445	42,925	34,162	34,427	170,959	40,675	10,000	221,634

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*Table IV.10 does not include enrollment Indiana Vocational Technical College

TABLE IV.11 STATE OF INDIANA INDEPENDENT COLLEGES AND UNIVERSITIES ENROLLMENT ACTUAL 1967 THROUGH 1971 AND PROJECTED 1972 THROUGH 1982

Year	Freshmen	Sophomore	Junior	Senior	Total Undergrad	Graduate & Professional	Other	Grand Total
1967	12,970	10,438	9,540	8,434	41,382	5,519	5,336	52,237
1968	13,452	11,036	9,094	9,138	42,720	5,912	5,256	53,888
1969	14,370	11,481	9,575	9,105	44,531	5,927	5,028	55,486
1970	14,587	11,429	9,354	9,172	44,542	6,639	4,485	55,666
1971	14,406	11,282	9,788	8,984	44,460	6,619	3,557	54,636
1972	15,076	11,735	9,618	9,453	45,882	6,484	4,000	56,366
1973	14,931	12,281	10,004	9,289	46,505	6,571	4,000	57,076
1974	15,554	12,163	10,470	9,662	47,849	6,695	4,000	58,544
1975	15,797	12,670	10,369	10,112	48,948	6,861	4,000	59,809
1976	15,287	12,868	10,801	10,014	48,970	6,845	4,000	59,815
1977	15,244	12,453	10,970	10,432	49,099	6,807	4,000	59,906
1978	15,182	12,418	10,616	10,595	48,811	6,903	4,000	59,714
1979	15,047	12,367	10,586	10,253	48,253	6,910	4,000	59,163
1980	14,511	12,257	10,543	10,224	47,535	6,674	4,000	58,209
1981	14,214	11,821	10,449	10,182	46,666	6,586	4,000	57,252
1982	14,019	11,579	10,077	10,092	45,767	6,522	4,000	56,289

TABLE IV.12 STATE OF INDIANA PUBLIC INSTITUTIONS ENROLLMENT ACTUAL 1967 THROUGH 1971 AND PROJECTED 1972 THROUGH 1982

Year	Freshman	Sophomore	Junior	Senior	Total Undergrad	Graduate & Professional	Other	Grand Total
1967	34,612	21,924	15,77[illegible]	11,877	84,187	23,373	5,602	113,162
1968	37,268	23,543	17,129	15,299	93,239	24,357	6,755	124,351
1969	38,412	24,226	18,140	17,022	97,800	24,132	7,096	129,028
1970	39,946	26,874	18,835	18,128	103,783	28,520	5,149	137,452
1971	41,414	28,459	20,168	19,510	109,551	29,015	5,779	144,345
1972	43,025	28,538	21,689	19,902	113,154	30,655	6,000	149,809
1973	43,166	29,648	21,749	21,402	115,965	30,916	6,000	152,881
1974	45,550	29,746	22,595	21,462	119,353	32,820	6,000	158,173
1975	46,858	31,388	22,669	22,297	123,212	33,490	6,000	162,702
1976	45,928	32,290	23,921	22,370	124,509	33,444	6,000	163,953
1977	46,386	31,649	24,608	23,605	126,248	33,704	6,000	165,952
1978	46,786	31,964	24,120	24,283	127,153	34,505	6,000	167,658
1979	46,959	32,240	24,360	23,802	127,361	34,922	6,000	168,283
1980	45,861	32,359	24,570	24,038	126,828	34,149	6,000	166,977
1981	45,488	31,603	24,661	24,246	125,998	34,082	6,000	166,080
1982	45,426	31,346	24,085	24,335	125,192	34,153	6,000	165,345

Table IV.14 shows counties ranked by ratio of total freshman enrollment to prior year's high school graduates and type of institution present in each county. Only one county with a regional or main campus of a public institution ranks below the median. However, the conclusion that the presence of a public institution is necessary for high attendance rates is not necessarily warranted. No post secondary institution is located in four of the ten counties with the highest attendance rates. In each of these four, however, the actual number who attended was quite low.

A comparison of the information contained in Tables IV.13 and IV.14 suggests that the proximity of an institution may influence high school graduates' choices to enroll in an independent college or on the main or regional campus of a public institution.

TABLE IV.13 COUNTIES RANKED BY RATIO OF TOTAL FRESHMAN ENROLLMENT TO PRIOR YEAR'S HIGH SCHOOL GRADUATES AND PERCENT OF FRESHMEN IN INDEPENDENT AND PUBLIC INSTITUTIONS' MAIN AND REGIONAL CAMPUSES

Indiana County	1968 Rank	Ratio of Freshmen To H.S. Grads 1968 (a)	1968 Indiana Freshmen Enrolled in Ind. Inst. (b)	1968 % Freshmen in Independent Institutions	1968 % Freshmen in Ind. Public Inst.	
					Main Campuses	Reg. Campuses
Total Indiana		55.21	38,948	15.0	50.8	34.2
Monroe	1	76.32	535	3.8	92.1	4.1
Allen	2	71.54	2,624	10.3	24.2	65.5
Marion	3	68.90	6,282	9.3	46.8	43.9
Howard	4	68.06	716	6.2	35.1	58.7
Pulaski	5	66.46	105	3.1	74.2	22.7
Dearborn	6	66.32	256	14.9	66.0	19.1
Fulton	7	65.28	141	29.5	65.9	4.6
Whitley	8	64.77	193	17.0	24.0	59.0
Knox	9	62.28	360	7.3	91.2	1.5
St. Joseph	10	60.43	2,207	15.3	37.8	46.9
Tipton	11	60.40	183	10.9	49.4	39.7
Hendricks	12	58.82	430	6.2	63.2	30.6
Tippecanoe	13	58.17	712	4.8	94.6	0.6
Jennings	14	57.02	138	21.2	52.8	26.0
Floyd	15	56.43	395	8.5	27.0	64.5
Hancock	16	56.29	237	8.3	62.3	29.4
Cass	17	55.85	315	9.0	62.4	28.6
Lake	18	55.79	4,568	8.6	38.7	52.7
DeKalb	19	55.40	236	15.5	35.2	49.3
Wells	20	54.78	212	8.8	38.4	52.8
Vanderburgh	21	54.48	1,442	30.4	34.7	34.9
Wabash	22	53.61	267	27.1	59.1	13.8
Boone	23	52.88	220	3.1	76.6	20.3
Noble	24	52.67	217	15.5	35.5	49.0
Madison	25	52.29	995	17.8	73.2	9.0
Rush	26	52.27	161	19.6	70.3	10.1
Huntington	27	52.02	271	27.2	38.6	34.2
Clark	28	51.94	562	5.8	21.9	72.3
LaPorte	29	51.44	824	3.4	50.3	46.3
Montgomery	30	51.12	250	16.5	77.8	5.7
Shelby	31	50.61	248	5.9	72.2	21.9
Hamilton	32	50.45	392	6.9	67.3	25.8
Adams	33	48.97	213	20.2	39.5	40.3
Daviess	34	48.70	188	16.8	81.5	1.7
Bartholomew	35	48.62	370	14.4	77.3	8.3
Grant	36	48.50	452	34.7	58.6	6.7
Vigo	37	48.38	704	7.2	90.3	2.5
Lawrence	38	48.14	259	13.9	77.3	8.8

TABLE IV.13-continued

Indiana County	1968 Rank	Ratio of Freshmen To H.S. Grads 1968 (a)	1968 Indiana Freshmen Enrolled Ind. Inst. (b)	1968 % Freshmen in Independent Institutions	1968 % Freshmen in Ind. Public Inst. Main Campuses	Reg. Campuses
Porter	39	47.71	532	8.5	54.3	37.2
Harrison	40	47.65	142	20.4	29.2	50.4
Jasper	41	47.49	123	16.8	76.1	7.1
Benton	42	47.47	103	9.6	85.1	5.7
Wayne	43	46.86	492	11.2	67.3	21.5
Clinton	44	46.83	214	8.4	78.9	12.7
Delaware	45	46.77	803	5.1	93.5	1.4
Warrick	46	46.56	169	42.3	37.8	19.9
Sullivan	47	46.69	139	10.2	85.9	3.9
Johnson	48	46.46	348	16.1	46.7	37.2
Franklin	49	46.43	78	37.5	47.2	15.3
Owen	50	46.10	65	7.4	79.3	13.3
Clay	51	46.02	156	4.2	88.2	7.6
Elkhart	52	45.55	777	27.2	46.8	26.0
Fayette	53	45.14	181	6.1	56.2	37.7
Jefferson	54	44.86	166	20.3	52.9	26.8
Carroll	55	44.03	107	15.2	72.7	12.1
Blackford	56	43.26	93	16.3	74.4	9.3
Gibson	57	43.24	176	35.2	53.1	11.7
Orange	58	42.79	92	14.1	75.3	10.6
Randolph	59	42.79	175	11.8	84.5	3.7
Warren	60	42.73	47	9.1	90.9	0.0
Jackson	61	42.63	217	11.8	76.6	11.6
Pike	62	42.38	64	30.5	59.3	10.2
Newton	63	42.13	83	9.1	79.2	11.7
Greene	64	42.09	173	8.2	87.4	4.4
Dubois	65	41.73	212	36.3	59.6	4.1
Parke	66	41.40	77	8.5	90.1	1.4
Jay	67	41.12	132	14.4	79.0	6.6
Washington	68	40.39	103	14.7	44.2	41.1
Vermillion	69	40.23	103	4.2	92.6	3.2
White	70	40.12	171	16.6	79.6	3.8
Fountain	71	39.54	104	7.3	90.6	2.1
Ohio	72	39.13	18	17.6	76.5	5.9
Henry	73	38.83	266	12.8	78.9	8.3
Putnam	74	38.76	150	21.7	70.3	8.0
Spencer	75	37.65	93	36.8	43.5	19.7
Kosciusko	76	37.33	271	25.4	44.0	30.6
Steuben	77	37.29	88	32.8	47.4	19.8
Starke	78	37.29	110	8.9	77.2	13.9
Decatur	79	37.22	115	9.1	76.7	14.2
Brown	80	37.14	39	25.0	66.7	8.3
Union	81	37.14	39	5.6	69.4	25.0
Morgan	82	35.66	199	.3	72.9	26.8
Perry	83	35.55	107	40.4	47.5	12.1
Crawford	84	35.48	44	31.2	24.9	43.9
LaGrange	85	33.64	110	33.3	43.9	22.8
Posey	86	32.89	100	34.7	44.6	20.7
Miami	87	31.55	165	16.4	53.3	30.3
Marshall	88	30.83	283	24.0	49.4	26.6
Martin	89	30.68	54	12.0	78.0	10.0
Ripley	90	29.77	145	15.7	80.6	3.7
Scott	91	27.83	59	16.3	27.3	56.4
Switzerland	92	27.06	23	4.6	90.9	4.5

(a) High school graduates estimated from 1968 12th-grade enrollment. Both public and private high schools were included.

(b) Includes freshmen from Indiana attending Indiana institutions only.

TABLE IV.14 COUNTIES RANKED BY RATIO OF TOTAL FRESHMAN ENROLLMENT TO PRIOR YEAR'S HIGH SCHOOL GRADUATES AND TYPE OF INSTITUTION PRESENT IN EACH COUNTY

Indiana County	1968 Rank	Ratio of Freshmen to H.S. Grads 1968	Public Main Campus	Public Regional Campus	Independent Campus
Monroe	1	76.32	X		
Allen	2	71.54		X	X
Marion	3	68.90		X	X
Howard	4	68.06		X	
Pulaski	5	66.46			
Dearborn	6	66.32			
Fulton	7	65.28			
Whitley	8	64.77			
Knox	9	62.28	X		
St. Joseph	10	60.43		X	X
Tipton	11	60.40			
Hendricks	12	58.82			
Tippecanoe	13	58.17	X		
Jennings	14	57.02			
Floyd	15	56.43		X	
Hancock	16	56.29			
Cass	17	55.85			
Lake	18	55.79		X	X
DeKalb	19	55.40			
Wells	20	54.78			
Vanderburgh	21	54.48		X	X
Wabash	22	53.61			X
Boone	23	52.88			
Noble	24	52.67			
Madison	25	52.29			X
Rush	26	52.27			
Huntington	27	52.02			X
Clark	28	51.94			
LaPorte	29	51.44		X	
Montgomery	30	51.12			X
Shelby	31	50.61			
Hamilton	32	50.45			
Adams	33	48.97			
Daviess	34	48.70			
Bartholomew	35	48.62			
Grant	36	48.50			X
Vigo	37	48.38	X		X
Lawrence	38	48.14			
Porter	39	47.71			X
Harrison	40	47.65			
Jasper	41	47.49			X
Benton	42	47.47			
Wayne	43	46.86			X
Clinton	44	46.83			
Delaware	45	46.77	X		
Warrick	46	46.56			

TABLE IV.14 continued

Indiana County	1968 Rank	Ratio of Freshmen to H.S. Grads 1968	Public Main Campus	Public Regional Campus	Independent Campus
Sullivan	47	46.69			
Johnson	48	46.46			X
Franklin	49	46.43			
Owen	50	46.10			
Clay	51	46.02			
Elkhart	52	45.55			X
Fayette	53	45.14			
Jefferson	54	44.86			X
Carroll	55	44.03			
Blackford	56	43.26			
Gibson	57	43.24			X
Orange	58	42.79			
Randolph	59	42.79			
Warren	60	42.73			
Jackson	61	42.63			
Pike	62	42.38			
Newton	63	42.13			
Greene	64	42.09			
Dubois	65	41.73			X
Parke	66	41.40			
Jay	67	41.14			
Washington	68	40.39			
Vermillion	69	40.23			
White	70	40.14			
Fountain	71	39.54			
Ohio	72	39.13			
Henry	73	38.83			
Putnam	74	38.76			X
Spencer	75	37.65			
Kosciusko	76	37.33			X
Steuben	77	37.29			X
Starke	78	37.29			
Decatur	79	37.22			
Brown	80	37.14			
Union	81	37.14			
Morgan	82	35.66			
Perry	83	35.55			X
Crawford	84	35.48			
LaGrange	85	33.64			
Posey	86	32.89			
Miami	87	31.55			
Marshall	88	30.83			X
Martin	89	30.68			
Ripley	90	29.77			
Scott	91	27.83			
Switzerland	92	27.06			

Student Migration Patterns

In the fall semester, 1968, 82.5 percent of the students enrolled in Indiana public institutions were from the State of Indiana. In Indiana independent institutions, 49.5 percent of the students were from the State of Indiana. Table IV.15 indicates that public institutions accounted for about 79

TABLE IV.15. ORIGIN OF STUDENTS (ALL LEVELS) IN INDIANA PUBLIC AND INDEPENDENT INSTITUTIONS OF HIGHER EDUCATION, FALL SEMESTER, 1968

		Indiana Public Institutions		Indiana Independent Institutions		Total All Indiana Institutions	
Origin	Rank	No.	%	No.	%	No.	%
Indiana	1	97,746	78.7	26,431	21.3	124,777	100.0
Illinois*	2	4,174	42.6	5,628	57.4	9,802	100.0
Ohio*	3	2,610	36.4	4,569	63.6	7.179	100.0
New York	4	1,746	41.1	2,498	58.9	4,244	100.0
Foreign Country	5	2,626	75.6	849	24.4	3,475	100.0
Pennsylvania	6	1,029	33.9	2,010	66.1	3,039	100.0
Michigan*	7	807	30.1	1,874	69.9	2,681	100.0
New Jersey	8	736	34.4	1,404	65.6	2,140	100.0
Kentucky*	9	816	52.4	741	47.6	1,557	100.0
Missouri	10	579	45.9	683	54.1	1,262	100.0
Wisconsin	11	428	34.1	829	65.9	1,256	100.0
California	12	508	49.9	511	50.1	1,019	100.0
Massachusetts	13	303	47.8	430	52.2	823	100.0
Connecticut	14	256	34.3	490	65.7	746	100.0
Maryland	15	253	38.3	408	61.7	661	100.0
Florida	16	313	47.9	341	52.1	654	100.0
Minnesota	17	191	32.8	393	67.2	583	100.0
Virginia	18	290	49.7	293	50.3	583	100.0
Iowa	19	197	34.0	382	66.0	579	100.0
Texas	20	284	51.5	267	48.5	551	100.0
All Other	—	2,522	50.2	2,557	49.8	5,079	100.0
TOTAL	—	118,504	68.9	53,586	31.1	172,090	100.0

*States adjacent to Indiana

Source: George H. Wade, *Residence and Migration of College Students, Basic State - to - State Matrix Tables,* Fall 1968 Superintendent of Documents Catalog No. HE 5.254: 57033-68, U.S. Government Printing Office, Washington: May 1970.

percent of all Indiana students enrolled in Indiana institutions. However, with the exception of foreign countries and Kentucky and Texas, Indiana independent institutions accounted for more than half of all the students enrolled in Indiana institutions of higher learning who came from outside the state.

In 1968, 145,595 Indiana resident students were enrolled in an institution of higher education. About 85 percent of these students elected to enroll in an Indiana college or university. Of the remaining 15 percent, the largest proportion attended Illinois institutions (2.3 percent). More complete data are presented in Table IV.16.

In 1968, 21,418 Indiana resident students attended out-of-state institutions. The number of out-of-state students attending Indiana institutions in the same year was 47,193 for a net in-migration of students to Indiana of 26,495. Of the net in-migration, 55.1 percent is accounted for by Indiana independent institutions; the remainder, by public institutions. Looked at from the standpoint of level of education, undergraduate education accounts for 75.8 percent of the net in-migration; graduate, professional and other education for 24.2 percent. Additional data are provided in Table IV.17.

TABLE IV.16 LOCATION OF INSTITUTIONS OF HIGHER EDUCATION IN WHICH INDIANA RESIDENT STUDENTS, ALL LEVELS, ENROLLED, FALL, 1968

LOCATION	NUMBER OF INDIANA RESIDENTS ENROLLED	PERCENT
Indiana	124,177	85.3%
Public Institutions	97,746	67.1%
Independent Institutions	26,431	18.2%
Illinois	3,309	2.3%
Michigan	2,648	1.8%
Ohio	2,529	1.7%
Kentucky	2,095	1.4%
All Other Locations	10,837	7.5%
TOTAL	145,595	100.0%

Source: George H. Wade. *Residence and Migration of College Students. Basic State - to - State Matrix Tables*, Fall, 1968 Superintendent of Documents Catalog No. HE 5.254: 54033-68. U.S. Government Printing Office, Washington: May, 1970

TABLE IV.17 IN - AND OUT - MIGRATION OF COLLEGE STUDENTS IN INDIANA, FALL, 1968

	UNDERGRADUATES			GRAD., PROF., & OTHER			ALL STUDENTS		
	ENROLLED IN PUB. INSTS.	ENROLLED IN INDPT INSTS.	TOTAL	ENROLLED IN PUB. INSTS.	ENROLLED IN INDPT INSTS.	TOTAL	ENROLLED IN PUB INSTS.	ENROLLED IN INDPT INSTS.	TOTAL
Indiana Residents Attending Out-Of State Institutions	6,636	10,526	17,163	2,213	2,043	4,256	8,849	12,569	21,418
Out-Of-State Residents Attending Indiana Institutions	12,079	25,175	37,254	8,679	1,980	9,959	20,758	27,155	47,193
Net In-migration	5,443	14,649	20.092	6,466	-63	6,403	11,909	14,586	26,495

Source: George H. Wade, *Residence and Migration of College Students*, Fall, 1968, Analytic Report, Superintendent of Documents Catalog No. HE 5.254: 54049-68. U.S. Government Pinting Office Washington: July, 1970

CHAPTER V

INSTRUCTIONAL PROGRAMS

INTRODUCTION

An inventory of the instructional programs available in the postsecondary institutions of Indiana was considered a necessary requisite to development of a long range plan which would address the issue of instructional program approval and institutional mission assignment. Postsecondary instructional programs vary markedly from the traditional degree programs available at each campus to apprenticeship programs available at each campus to apprenticeship programs and postsecondary programs in secondary schools. Seven areas of postsecondary instructional programs were examined to provide data for analysis of the extent of and institutional distribution of programs available in each of the 14 planning and development regions. These include: Instructional Program Inventory, Indiana Higher Education Telecommunication System, Off-Campus Credit Instruction, Occupational Education, Apprenticeship-Related Programs, and Postsecondary Programs Offered by Secondary Schools.

INSTRUCTIONAL PROGRAM INVENTORY

The instructional program inventory which is summarized in Table V.1 on the following pages was developed in concert with the planning framework presented in Chapter I. The data are presented for each institution in each planning and development region by achievement level and program category. The detail distribution of program offerings is included in Appendix D.

Table V.1 shows that the greatest number of instructional programs offered is at the baccalaureate level of achievement. There are total of 1,430 baccalaureate programs. There are 835 in the arts and sciences, and 595 in the professional program category. At the master's level of achievement there are 726 degree programs with 420 in the professional category and 306 in the arts and sciences.

At the associate degree level there are 345 programs currently being offered. Only 33 programs are categorized in arts and sciences while 312 fall in the occupational category. In the state system there are 323 degree programs at the doctoral level of achievement. These are split between arts and sciences and professional, 162 and 161 respectively.

A limited number of programs are available at the proficiency, certificate and intermediate levels of achievement. At the proficiency level 30 programs are available in the occupational category. There are 158 certificate programs, one in general arts and sciences and 157 in occupational programs. At the intermediate level there are 54 programs, seven in general arts and sciences and 47 in the professional program category.

TABLE V.1 INSTITUTIONS IN THE STATE SYSTEM BY CONTROL, TYPE, AND PROGRAMS OFFERED

INSTITUTION	CONTROL	TYPE	Programs Offered													
			Occupational				General Arts and Sciences						Professional			
			Levels				Levels						Levels			
			Proficiency	Certificate, Occ.	Associate Deg. Occ.	Baccalaureate Deg.	Certificate	Associate Deg.	Baccalaureate Deg.	Masters Deg.	Intermediate Deg.	Doctoral Deg.	Baccalaureate Deg.	Masters Deg.	Intermediate Deg.	Doctoral Deg.
REGION 01																
IVTC-Northwest Tech Inst	Pub	Tech Inst	2	12	7				14							
Ind Univ Northwest	"	(Communiv) R C[1]			12								14	4		
Purdue Univ Calumet	"	" " "		9	16				22	5			17	10		
Purdue Univ No Central	"	Comm Coll R C		4	10											
St Joseph Rensselaer	Ind	Lib Arts							17				9			
St Joseph Calumet	"	Lib. Arts			1				12				8			
Valparaiso	"	Comp Coll							23	7			13	1	1	
REGION 02																
IVTC-St Joseph Valley Tech Inst	Pub	Reg. Tech Inst	2	14	16											
Ind Univ South Bend	"	(Communiv) R C[1]		1	9			3	15				15	4		
Bethel	Ind	Lib Arts							12				5			
Goshen	"	" "							20				8			
Grace	"	" "							17				4	2		1
Notre Dame	"	Univ-Type I							26	27		16	14	18		12
St Mary's Notre Dame	"	Lib Arts							21				6			
REGION 03																
IVTC-Northeast Tech Inst	Pub	Reg. Tech Inst	3	9	6											
Indiana-Purdue Ft Wayne	"	(Communiv) R C[2]		1	31				25	3			30	9		
Concordia Senior	Ind	Lib Arts							13							
Ft Wayne Bible	"	Spec							3				2			
Huntington	"	Lib Arts							14				6	1		
Indiana Inst of Tech	"	Prof														
St Francis	"	Comp Coll							13	4			8	7		
Tri-State	"	Lib Arts			4			2	8				13			
REGION 04																
IVTC-Tippewa Tech Inst	Pub	Reg. Tech Inst	1	12	7											
Purdue Univ Laf	"	Univ-Type I		2	20				81	86		80	70	112		77
Wabash	Ind	Lib Arts							21							
REGION 05																
IVTC-No Central Tech Inst	Pub	Reg. Tech Inst	3	12	4											
Ind Univ Kokomo	"	(Comm. Coll) R C[1]			8				1				2	1		
Manchester	Ind	Lib Arts							21				12			
REGION 06																
IVTC-E Central Tech Inst	Pub	Reg. Tech Inst	2	10	3											
Ball State	"	Univ-Type II	4		4				39	43	7	4	45	81	3	8
Anderson	Ind	Lib Arts							23				8			
Marion	"	" "							12				5			
Taylor	"	" "							22				7			

TABLE V.1 (continued)

INSTITUTION	CONTROL	TYPE	Programs Offered: Occupational Levels				General Arts and Sciences Levels						Professional levels			
			Proficiency	Certificate, Occ.	Associate Deg. Occ.	Baccalaureate Deg.	Certificate	Associate Deg.	Baccalaureate Deg.	Masters Deg.	Intermediate Deg.	Doctoral Deg.	Baccalaureate Deg.	Masters Deg.	Intermediate Deg.	Doctoral Deg.
REGION 07																
IVTC-Wabash Valley Tech Inst	Pub	Reg. Tech Inst	3	10	6											
Indiana State	"	Univ-Type II		2	2				39	27		2	66	46	5	6
DePauw	Ind	Lib Arts							28	2			7	2		
Rose-Hulman	"	Prof							5	2			10	7		
St Mary's of the Woods	"	Lib Arts							16				10			
REGION 08																
IVTC-Mallory Tech Inst	Pub	Reg. Tech Inst	3	17	15											
IUPUI	"	(Communiv)-Prof		1	22			3	23	9		2	36	17		13
Butler	Ind	Comp Coll							24	11			9	35	5	
Franklin	"	Lib Arts											3			
Indiana Central	"	(Communiversity)						2	24	3			7	1		
Marian	"	Lib Arts							22				11			
REGION 09																
IVTC-White Water Tech Inst	Pub	Reg. Tech Inst	1	8	2											
Ind Univ East	"	Comm Coll R C			6			1								
Earlham	Ind	Lib Arts							17				2	2		
REGION 10																
Ind Univ Bloomington	Pub	Univ-Type I			8				61	76		58	52	47	8	43
REGION 11																
IVTC - White River Tech Inst	Pub	Reg. Tech Inst	3	10	10											
Ind Univ Columbus	"	Ext Cntr												2		
REGION 12																
IVTC-Ohio Valley Tech Inst	Pub	Reg. Tech Inst	1	8	2											
Hanover	Ind	Lib Arts							20				10			
REGION 13																
IVTC-LincolnLand Tech Inst	Pub	Reg Tech Inst	1	5	5											
Ind State Evansville	"	(Communiv) R C[1]		1	5				16				14	1		
Vincennes	"	Comm Coll		1	53		1	13								
Vincennes Jasper	"	Ext Cntr			9			3								
Oakland City	Ind	Lib Arts							8				8			
St Meinrad	"	" "							7							
Univ of Evansville	"	(Communiversity)						6	23	1			21	8		
REGION 14																
IVTC-George Rogers Clark TI	Pub	Reg. Tech Inst	1	9	4											
Ind Univ Southeast	"	(Communiv) R C[1]			5				7				8	2		

[1] Regional Campuses (Communiversity). [2] Regional Campuses of Purdue and Indiana combined.

THE INDIANA HIGHER EDUCATION TELECOMMUNICATION SYSTEM

Legal Basis and Management

The Indiana Higher Education Telecommunication System (IHETS) was created following legislation adopted by the 1967 General Assembly which authorized the four state universities to "jointy arrange . . . for the use of a multi-purpose, multi-media, closed circuit, statewide telecommunication system . . . to interconnect the main campuses and the regional campuses of the state universities, and centers of medical education and service." Subsequently, the General Assembly has acted to include Vincennes University and the Indiana Vocational Technical College.

IHETS is managed by a six member Board of Directors, consisting of one vice president appointed by the president of each participating institution and designated to represent the president and institutional board of trustees on network and related matters. The Board employs an executive director who functions as the chief operating officer. An advisory body, the State Universities' Telecommunication Coordinating Council (SUTCC), is composed of nineteen specialists from the participating institutions (three per institution plus one additional person representing the IU Medical Center) and makes recommendations to the Board on technical and distribution matters, programming, and operating procedures.

Funding

During the current biennium, IHETS has received from the state a direct annual appropriation of $1,250,000, almost all of which goes to provide the video and audio network facilities. The appropriation is made to Indiana University for the use of IHETS consistent with the statute which designates that institution as the fiscal agent.

Programs

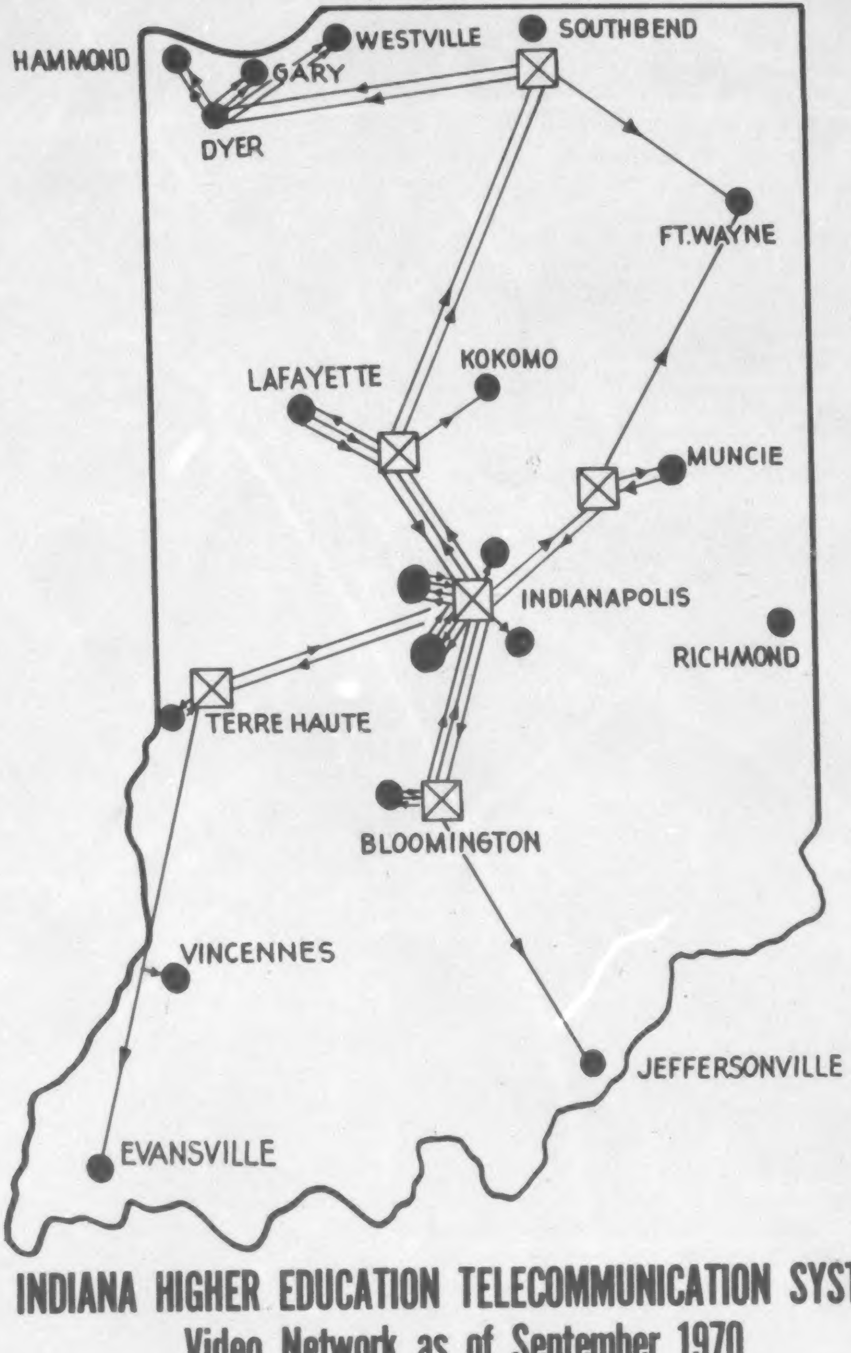
IHETS is headquartered on the IUPUI campus where its central switching facilities are located. Its video network reaches sixteen outlets blanketing the entire state as shown in Figure V.1. Each line on the map represents a "channel" and the arrow indicates the direction of transmission. In addition, the State Universities' Voice Network (SUVON) provides direct telephone dialing between all campuses of all universities including Vincennes University and the regional institutes of the Indiana Vocational Technical College.

Many diverse programs are made possible by IHETS, including:

Instructional Television—Credit - Since its inception the system has been providing credit programs for both undergraduate and graduate students at the state universities. A look at the spring 1972 program schedule provides a good example of the variety of offerings: music appreciation, mass communication, agriculture, astronomy, nursing, dental hygiene, engineering, statistics, education, history, home economics, and business administration courses.

This spring, for example, over 1300 students, statewide, enrolled in Indiana University's televised Astronomy A105 course. In addition, engineers in Fort Wayne and Indianapolis took much of their work toward their Master's in Electrical Engineering via televised courses made available in their home community, originating in Lafayette and transmitted to them via IHETS.

Figure V.1


HAMMOND
WESTVILLE
SOUTHBEND
GARY
DYER
FT.WAYNE
LAFAYETTE
KOKOMO
MUNCIE
INDIANAPOLIS
RICHMOND
TERRE HAUTE
BLOOMINGTON
VINCENNES
JEFFERSONVILLE
EVANSVILLE

INDIANA HIGHER EDUCATION TELECOMMUNICATION SYSTEM
Video Network as of September 1970

In the offering of credit televised courses, Purdue University, Indiana University, Ball State University and Indiana State University cooperated in the preparation and presentation of the first inter-institutional credit course, *Non West Studies: East Asia*. This course, designed primarily as an in-service offering for public school teachers, was developed cooperatively by the four universities and can be taken for credit from any one of the of the four. Teachers may attend the course at any of 16 locations throughout the state. Instructional television enrollments for the spring of 1972 (credit and non-credit) numbered approximately 6,800.

Instructional Television—Non - Credit - The universities have assisted a number of Indiana professional organizations and associations in utilizing their resources coupled with the IHETS delivery system to transmit statewide continuing professional education programs. Farmers, attorneys, dentists, pharmacists, veterinarians, accountants, nurses, chemists, speech therapists, the clergy, nursing home administrators, and even university physical plant personnel have been involved in continuing educational programs over IHETS in the last few years.

For example, during 1971 - 72, at 13 reception centers throughout the state over 600 speech clinicians and teachers took part in six televised seminars on *Speech Defects in Children*. Electrical engineers in Indiana received up - dating and retraining in *Linear Integrated Circuits* via a series of televised seminars over IHETS. Since the fall of 1969 when Indiana University began offering its *Real Estate Salesman's Course* over IHETS, designed to prepare the citizens of Indiana to become licensed realtors, some 4,347 persons have enrolled.

Medical Education Resources Program - The prime mission of the Medical Education Resources Program (MERP) of the Indiana University School of Medicine is the establishment and operation of a statewide medical communications network. MERP utilizes the inter - city network of IHETS to provide regularly scheduled continuing medical education for physicians at 19 hospitals throughout the state, and to support credit instruction for regularly enrolled medical students at six of the seven cooperating university locations currently offering this training. In addition, MERP utilizes IHETS in order to disseminate statewide medical symposia and conferences which afford the opportunity of statewide participation by practicing physicians.

Educational TV (Broadcast) Stations - The Public Broadcasting System presently provides one "drop" or termination reception location to WTIU at Indiana University, Bloomington, for its network programming in Indiana. IHETS makes it possible for other areas of the state to view the programs. The Public Broadcasting stations currently participating either "live" or via video tape playback provided by WTIU are:

> *WCAE*, operating in Lake Co., St. Johns, Indiana;
> *WIPB*, operating in east central Indiana with reception in such cities as Anderson, Marion, and Muncie, from Ball State University;
> *WVUT*, operating in the Knox, Lawrence Co. areas, broadcasting from Vincennes University, Vincennes, Indiana.

Administrative Uses - Presidents Ryan and Hansen of Indiana University and Purdue University have frequently used the IHETS television network to discuss important topics with the faculty and staff of the regional campuses. The system has also been utilized effectively in the conduct of many multi-campus conferences of faculty and administrators. Two years ago the system was used to bring to Indiana farmers information they needed immediately to combat the corn blight. Recent federal policies on prices, salary increases and the like have rapidly and effectively been communicated to university personnel around the state via IHETS. The universities have also brought about increased sharing of expertise and cost - saving procedures in such basic areas as lawn care and maintenance, floor care, and other like areas of concern via IHETS. SUVON conference calls utilizing the system have been widely used by the universities as an additional method of increasing the flow of communication and information throughout the multi - campus systems as well as among the universities themselves.

OFF CAMPUS CREDIT INSTRUCTION

Several of the public institutions of postsecondary education in Indiana offer courses for credit at an off campus location.* These institutions have been providing educational opportunities for citizens in communities throughout the state for many years. The responsibility for coordination of this activity by the public universities has, in the past, fallen under the aegis of the offices of extended services and/or offices of continuing education of each of the institutions. There has been little statewide coordination.

The purpose of this section is to present the credit courses which are offered by the public universities at off campus locations. The survey was restricted to public postsecondary institutions.

The survey was limited to programs and courses that were offered during the 1971 - 72 academic year (including two semesters or three quarters of the academic year); during the 1971-72 academic year, the public institutions which were involved in providing off campus credit instruction offered approximately 452 courses in some 74 locations throughout Indiana. The courses were attended by approximately 8,647 students during the year.

Table V.2 shows every location in Indiana where public postsecondary institutions held off campus credit classes during the 1971 - 72 academic year. In addition, Table V.2 shows the number of established postsecondary institutions which are located where the public institutions offered off campus credit. Perusal of the table reveals very little duplication of course offerings by the postsecondary educational institutions.

Table V.3 shows the scope of some of the offerings, classified by fields of study at each public institution which provided off campus instructional credit. Of the courses offered, 149 were in the field of education. Business related and occupational education were the next most frequently offered kinds of courses. The remaining courses represented a broad spectrum of educational opportunities for students. Ball State University, Indiana State University, Indiana Vocational Technical College, Indiana University - Purdue University - Indianapolis, and Purdue University offered the bulk of courses that were available to students in locations other than the university campus.

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* Off campus location refers to places where courses were offered outside of the municipality in which the institution was located.

TABLE V.2 LOCATIONS IN INDIANA WHERE PUBLIC INSTITUTIONS HELD OFF CAMPUS CLASSES DURING THE 1971-72 ACADEMIC YEAR

Location	Credit Classes Offered				Number of Established Institutions at the Same Location		
	Undergraduate		Graduate		Public		Independent
	No.	Institutions	No.	Institutions	Universities	Other	Colleges
Anderson			5	BSU			1
Bedford			2	ISU			
Bloomington	1	IVTC					
Bluffton	8	BSU					
Brookville	1	PU					
Carmel-Clay			1	BSU			
Columbia City	2	IVTC					
Columbus			19	ISU,IUPUI		1	
Connersville	5	IVTC,ISU	4	ISU,BSU			
Corydon	1	IVTC	4	PU			
Crane	9	ISU,PU,VU					
Crawfordsville	2	IVTC	2	ISU			1
Crown Point			7	ISU			
Edinburg	3	ISU	1	ISU			
Elkhart	2	IU	2	BSU			
Evansville	4	ISU	26	ISU,IU		1	1
Ft. Ben. Harr.	12	IUPUI,VU					
Fort Wayne			7	BSU		2	5
Fort Wayne (Marion)	1	PU					
Fowler			2	ISU			
Frankfort	1	IVTC					
Franklin Coll.			4	IUPUI			
Garrett	2	IVTC					
Gary			1	ISU		1	
Goshen			5	BSU			1
Greenfield			4	IUPUI,BSU			
Greenwood HS			1	IUPUI			
Grissom AFB	44	BSU	24	BSU			
Hammond	1	PU					
Hartford City			2	BSU			
Indianapolis	12	ISU,VU	36	BSU,ISU,IU		1	4
Jasper	6	IVTC	7	PU,ISU		1	
Jeffersonville	3	PU	1	ISU		1	
Kendallville	4	IVTC					
Kokomo			4	BSU,PU		2	
Kokomo IU			1	PU		2	
Lawrenceburg			1	BSU			
Leopold			2	ISU			
Lawrence Twp.	1	BSU	5	BSU			
Linton			3	ISU			

TABLE V.2. (Continued)

	Credit Classes Offered				Number of Established Institutions at the Same Location		
	Undergraduate		Graduate		Public		Independent
	No.	Institutions	No.	Institutions	Universities	Other	Colleges
Logansport			4	ISU			
Loogootee	3	IVTC					
Louisville			2	IU			
Marion			6	BSU			
Martinsville	1	IU					
Merrillville			12	ISU			
Michigan City	3	IVTC, IU	2	BSU			
Mitchell			4	ISu			
Monticello			1	BSU			
Mt. Vernon	4	IVTC					
Nappanee			1	BSU			
New Albany	1	ISU	11	PU, ISU		1	
No. Montgomery			1	PU			
No. Vernon	1	PU	2	ISU			
Oakland City	1	IVTC	4	ISU			1
Osgood			1	BSU			
Paoli			1	PU			
Pendleton	1	BSU	2	BSU			
Plainfield	1	BSU	2	BSU			
Plymouth	1	IVTC	1	BSU			
Portland			2	BSU			
Portage	2	IVTC	3	BSU			
Richmond			8	BSU		2	1
Rockport	2	IVTC, PU					
Rushville			2	BSU			
Seymour	1	PU	1	PU			
Sunman-Dearborn			1	BSU			
Tell City	4	IVTC, PU					
Terre Haute			1	ISU	1	1	
Terre Haute Pent.	1	ISU			1		
Tipton			2	BSU			
Union City	1	BSU	1	BSU			
Veedersburg			3	ISU			
Versailles	6	ISU, PU	5	ISU, PU			
Vincennes			8	ISU		1	
Westville No. Central			2	PU		1	
TOTALS	171		279		2	12	15

TABLE V.3. COURSES TAUGHT AND ENROLLMENTS AT OFF CAMPUS LOCATIONS BY THE PUBLIC POSTSECONDARY INSTITUTIONS DURING THE 1971-72 ACADEMIC YEAR

INSTITUTION	Bus	Eng.	Educ.	Hum.	Pract. Arts	Sci.	Soc. Sci.	Health PE/Rec.	Misc.	Total
Ball State University										
Undergraduate										
Courses	4		2	10		2	16			34
Enrollment	53		33	165		25	275			551
Graduate										
Courses	7		63	5	5	7	13			100
Enrollment	147		1,438	108	81	154	225			2,153
Indiana State University										
Undergraduate										
Courses				3	9	2	2	1		17
Enrollment				38	70	20	32	20		180
Graduate										
Courses	11		62	3	33	3	3	16		131
Enrollment	137		1,414	5[illegible]	212	43	23	273		2,152
Indiana University										
Undergraduate										
Courses					4		1			5
Enrollment					149		21			170
Graduate										
Courses			8					1		9
Enrollment			166					26		192
IUPUI										
Undergraduate										
Courses	6	8	1	9		5	13		1	43
Enrollment	132	118	12	117		84	263		12	738
Graduate										
Courses		2	15	1					1	19
Enrollment		20	386	34					7	447
Purdue University										
Undergraduate										
Courses		9		4		4	1			18
Enrollment		96		68		97	26			287
Graduate										
Courses			1		1	17	1			20
Enrollment			8		12	317	19			356
Vincennes University										
Undergraduate										
Courses	6						6		1	13
Enrollment	82						154		30	266
IVTC										
Undergraduate										
Courses	16		6	6	15					43
Enrollment	259		211	71	614					1,155
TOTALS										
Undergraduate										
Courses	32	17	9	32	28	13	39	1	2	173
Enrollment	526	214	256	459	833	226	771	20	42	3,347
Graduate										
Courses	18	2	149	9	39	27	17	17	1	279
Enrollment	284	20	3,412	192	305	514	267	299	7	5,300

OCCUPATIONAL EDUCATION

In 1964, The American Council on Education issued a report, *Man, Education and Work*, which called for a major effort on the part of institutions of postsecondary education to assume more responsibility for the education of citizens for occupational competence in the technical and skilled occupations at the less-than-baccalaureate level. Eight years later the need for institutions to respond with occupationally-oriented programs has not diminished. Rather, the projected manpower and social needs of the seventies will increase the requirements for educational emphasis on occupationally-oriented programs.

Emphasis on the need for postsecondary education at beyond high school level was recognized by the Commission on Higher Education appointed by President Truman in 1947, and by President Eisenhower with the establishment of the Commission on Education Beyond the High School in 1957. The Truman Commission and the Eisenhower Commission recommended that the number of community colleges be increased and that their activities be multiplied.

In 1961, President Kennedy recognized the need for emphasis in the area of occupational education and directed the Secretary of Health, Education, and Welfare to appoint a Panel of Consultants for Vocational Education. This Panel concluded that two principal failures of vocational education restricted its ability to match the requirements of the fast - changing economy and rapidly - advancing technology to the vocational needs and desires of individuals, particularly: (1) a lack of sensitivity to changes in the labor market, and (2) a lack of sensitivity to the needs of various segments of the population.

Factors Relating to Need for Occupational Education

According to a study released by the U.S. Department of Labor in 1970, manpower needs in the Seventies will be concentrated in service and technical fields with decreasing opportunities at the production level in manufacturing. The fastest growing occupational groups will be in professional and technical fields, expected to increase by 50 percent by 1980, with service groups ranking a close second. This trend is an indication of the effects of automation; as menial tasks are appropriated by the machine, workers will have to perform more complicated jobs which will depend on human skill and ingenuity and for which they will need specialized training. In addition, fields which have traditionally been identified with professional status will be broadened to a point where individual professionals cannot serve adequately alone. The highly-trained scientist must depend on the skills of the technologist and paraprofessional who become important agents in the transformation of knowlege into practice for human benefit.

Careers in auxiliary health fields are affected by this changing pattern in delivery of patient services and by continued invention and development of technical equipment. Many professions are being divided into component parts which can be handled with greater efficiency and effectiveness by teams of specially-trained, professional and paraprofessional personnel than by a single professional whose skills can be concentrated at higher levels.

These manpower needs are developing and forcing definition to a new pattern of occupational opportunities. The close relationship between work and education is not a new phenomenon, but the directness of this relationship has been increasing to the point where employment opportunities will soon depend entirely on the level of one's preparatory training. This situation creates tremendous pressures on poorly educated individuals, pushing them farther down the socio-economic ladder.

Minority groups have felt the brunt of these trends partially because their high school drop-out rate has been relatively high, but this is not the full explanation for such groups' dilemma. While their drop-out rate was dramatically reduced in the Sixties, the unemployment gap has remained the same. Women constitute another group demanding increased attention in the work-force. They rightfully expect to find suitable opportunities for greater career employment.

The traditional choice between a high school diploma and a four-year college degree is no longer realistic in terms of the individual and the economic needs of our times. The range of occupational choice is much more complex and falls frequently between these two points of preparatory training. The development of appropriately diverse educational opportunities must become a greater priority in the postsecondary education structure of Indiana.

Indiana's Concern for Occupational Education

In response to national concern for postsecondary occupational education, Governor Handley convened a conference on "Education Beyond the High School at State Level" in December, 1957. This conference concluded emphatically that not enough attention had been devoted to apprising young men and women of the benefits of vocational and technical education. In 1961, the Indiana General Assembly established The Post-High School Education Study Commission to study the status and future course of postsecondary education in Indiana. This Commission's main foci became the survey of problems of postsecondary education in Indiana, the cost of higher education, and the question of community colleges, area technical schools, and other types of institutions designed to meet the needs of persons who terminate their high school education by either graduation or withdrawal. Two important recommendations of the Commission which since have been implemented were: (1) that the additional needs of the state for collegiate level education be met in the years ahead by existing institutions and their regional campuses and (2) that a new education entity in the state be responsible for public, non-collegiate, postsecondary, occupational and career education not available through the universities.

This new entity, called the Indiana Vocational Technical College, was to exist as a statewide authority with responsibility for postsecondary vocational and technical education throughout the state. It was charged to conduct studies of needs and opportunities for programs in various areas of the state and to carry out those programs through contract with local school systems, public or independent colleges, labor unions, business firms, and other agencies.

Subsequently, the State Policy Commission on Post High School Education (The Stoner Commission), created by the 1967 General Assembly, addressed itself,

> "to a study of the existing state education institutions, the needs of the people and the state for different kinds of post - high school education, the possibility and desirablity of establishing new institutions of different types, and the methods of management and cooperation among the state institutions, as well as to the task of making such other recommendations as the Commission may deem wise and expedient with respect to the future of the public post - high school education."

The Commission's recommendations included a system of community colleges to be created: (1) to expand opportunities for vocational and technical education; and, (2) to provide opportunities for post - high school education for other kinds of large numbers of Indiana youth who do not qualify for admission to the state's four - year colleges, public and independent, and/or do not have the financial resources to pay the current costs of attending college. The Commission's recommendations were not implemented by the General Assembly.

Current Status of Occupational Education in Indiana

At least 12 institutions and types of agencies currently are offering postsecondary occupational education programs in Indiana. They include:

1. the secondary schools of the state;
2. area vocational schools — (these special secondary schools offered postsecondary education to approximately 6,215 students in 1971);
3. private proprietary institutions — (it is estimated that these institutions serve approximately 25,000 Indiana students);
4. independent colleges and universities — (some offer occupational education in the state, but data are not now available to suggest the exact number of students served);
5. Vincennes University — (currently offering 35 programs to more than 1,700 students);
6. Indiana Vocational Technical College — (More than 6,500 students currently are enrolled in approximately 50 programs distributed throughout 13 regions of the state);
7. State Universities
   a. Indiana University — eight campuses;
   b. Purdue University — four campuses;
   c. Indiana State University — two campuses;
   d. Ball State University
   (the four state universities offered more than 100 programs in occupational fields during 1971);
8. Manpower Development Training Act (MDTA) — (in 1971 - 72 24,581 individuals were enrolled in various training programs under this act), and
9. Miscellaneous institutions — (various unions, companies, and industry groups are offering occupational education to their employees, although no estimates of the number of participants are available).

THE APPRENTICESHIP-RELATED PROGRAMS IN THE STATE OF INDIANA AS THEY RELATE TO POSTSECONDARY PROGRAMS

Currently, there are approximately 9,000 apprentices in the state of Indiana registered through the Bureau of Apprenticeship Training. (A registered apprentice is one who satisfies a set of criteria set out by the Department of Labor.) There are approximately an additional 3,000 non - registered apprentices being trained in the State of Indiana. Of the 9,000 registered apprentices, 7,116 are receiving apprenticeship - related training within secondary school systems. Indiana Vocational Technical College provides related training to 1,384 apprentices, and 500 apprentices are being trained by union apprenticeship groups. The focus of this section is primarily directed to the apprenticeship - related training programs offered through Indiana Vocational Technical College. Particular attention is given to the governance mechanism employed, the program offerings, the admissions and enrollment criteria, and the financing pattern employed.

Joint Apprenticeship Committee

All the apprenticeship programs for registered apprentices are administered through joint apprenticeship committees. The administration of the programs follow the guidelines of the

Department of Labor. The membership of the joint apprenticeship committees is comprised of 50 percent contractors and 50 percent union members. These committees have the responsibility and authority to determine curriculum, expected terminal performance standards, and admissions requirements for entry into the programs. These joint apprenticeship committees govern the programs offered by Indiana Vocational Technical College, the secondary school systems, and through their own committees.

Program Offerings Of Indiana Vocational Technical College

Most apprenticeship programs are four years in length. These programs involve approximately 2,000 hours of on - job - training each year plus 144 hours of related training. This related training includes such courses as mathematics, drafting, blueprint reading, and communications. Indiana Vocational Technical College provides the related training portion of some apprenticeship programs. Within the Indiana Vocational Technical College system, there are three technical institutes where apprenticeship program related training is offered: St. Joseph Valley Technical Institute located in South Bend in Region 2; Wabash Valley Technical Institute located in Terre Haute in Region 7; and Mallory Technical Institute located in Indianapolis in Region 8. Currently related training for 28 apprenticeship programs is offered through the Indiana Vocational Technical College. The locations of the various apprenticeship - related training programs are shown in Table V.4.

Admissions and Enrollment

Admissions control for all apprenticeship programs is the direct responsibility of the joint apprenticeship committee. To be involved as a registered apprentice, a student must satisfy the criteria and be approved by a joint apprenticeship committee. Indiana Vocational Technical College, however, through its Mallory Institute, does admit other, non - apprentice students into two programs: the air conditioning and refrigeration program and the industrial apprenticeship program, both in Indianapolis. In these two programs the apprentices, under the sponsorship of the joint apprenticeship committee, and the students admitted through Indiana Vocational Technical College processes share faculty and facilities. The non - apprentice students graduating from these programs do not have the same guarantee of employment or the journeyman's card in the union as do the apprentice students sponsored by the joint apprenticeship committee. Of the 1,384 postsecondary apprentices in the Indiana Vocational Technical College programs, approximately 270 (20 percent) are from minority groups.

Approximately 100 of the total 270 minority group students are involved in the Indianapolis Plan for Equal Employment. This pilot project, operated with funds from the U.S. Department of Labor, enrolls minority group students, provides them with IVTC job related training, and simultaneously places them on jobs. This project is not administered through the joint apprenticeship committees. In order to attract minority apprentices in the Indianapolis Plan, the students are paid by the federal government a minimum of $37.50 per week. Higher amounts are paid in proportion to the number of dependents of each trainee.

TABLE V.4. APPRENTICESHIP PROGRAM BY LOCATION

PROGRAMS	Region 2 South Bend	Region 7 Terre Haute	Region 8 Indianapolis
Air Conditioning and Refrigeration			X*
Architectural Drafting	X		
Asbestos Workers			X
Automatic Screw Machine	X		
Auto Mechanic	X		
Brick Mason	X	X	X
Carpenter	X		X
Cement Mason	X		X
Electrician	X	X	X
Glazier	X		
Industrial Apprentice			X*
Industrial Electrician	X		
Industrial Pipefitter	X		
Ironworker	X		
Lather	X		X
Machine Repair	X		
Millwright	X		
Operating Engineer	X		X
Painters and Decorators	X		X
Patternmaker	X		
Plasterer	X		X
Plumber	X	X	X
Roofer	X		
Sheetmetal	X		X
Steamfitter	X	X	X
Tool and Die	X		X

* Open to non - apprentice students.

Financing

The trust fund of the joint apprenticeship committees reimbursed a portion of the direct costs of apprenticeship-related instruction during 1971-1972 in the amount of $94,557. The distribution was $20,424 to St. Joseph in South Bend, $2,100 to Wabash Valley in Terre Haute, and $72,033 to Mallory in Indianapolis. Indiana Vocational Technical College provided $78,000 to the three technical institutes to carry on apprenticeship programs and related training. The only additional cost assumed by Indiana Vocational Technical College for the apprenticeship programs included overhead costs such as heat, light, administration and janitorial services which are not calculated into the $78,000.

POSTSECONDARY PROGRAMS OFFERED BY SECONDARY SCHOOLS

Secondary schools entered postsecondary education in the early 1960's with the development of practical nursing programs. Later, in the mid-60's, with the emphasis and development of the area vocational school concept, secondary schools began enrolling postsecondary students into their on-going secondary programs. Since one of the missions of the area vocational school is to meet the needs of the employing community, programs in 23 different occupational fields have been established. These programs had 919 students enrolled during the 1971-72 school year as shown in Table V.5. The program still having the largest postsecondary enrollment is the practical nursing program with 578 students in seven schools.

Table V.6 depicts the schools offering programs to postsecondary students according to geographic regions. There are ten secondary schools in Indiana offering programs to postsecondary students.

Secondary occupational programs are funded through state, federal and local money. The federal funds that are utilized by the secondary schools come from the 1968 federal Vocational Education Act and are controlled by the State Board of Vocational-Technical Education. Fifteen percent of these federal monies, by law, must be spent on postsecondary occupational programs. Table V.7 shows the amount of federal funding received by each of the postsecondary and secondary schools for postsecondary students' occupational education. The total, $101,061, distributed to the seven secondary schools listed in Table V.7 was for the reimbursement of practical nursing programs only. All other programs listed in Table V.5 received no postsecondary federal money for their operation.

Although the overall enrollment of postsecondary students in secondary school systems is not significant in most program areas, there is a trend at the secondary level to increase postsecondary offerings. At the present, the Commission for Higher Education does not have statutory authority to approve these programs offerings.

TABLE V.5 ENROLLMENT IN POSTSECONDARY PROGRAMS OFFERED BY SECONDARY INSTITUTIONS BY PLANNING AND DEVELOPMENT REGION

Programs Offered	Number of Students by Region 1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Practical Nursing			120			48		240			60		80	30	578
Operating Room Tech.													14		14
Geriatric Tech.			30												30
Nurses Aide	45	40						26							111
Data Processing	3					X*						12		3	18
Electronics	1		3									15		1	20
Mechanical Tech.						X*									
Cosmetology	8											14			22
Drafting	4											2		9	15
Construction Craft			1											1	2
Child Care		X*													
Food Service		X*													
Automotive Mech.	3		13			30						17			63
Secretarial	5													3	8
Key Punch	3														3
Broadcasting	2														2
Horticultural	5														5
Auto Body Repair	5													1	6
Industrial Electricity	1														1
Welding	4													3	7
Health Occupations	2														2
Baking	1														1
Machine Shop	2		4											4	10
Totals	94	40	171			78		266			60	60	94	55	918

X* New program designed to start Fall Semester 1972.

TABLE V.6 SECONDARY SCHOOLS OFFERING POSTSECONDARY PROGRAMS BY PLANNING AND DEVELOPMENT REGIONS

REGION	SCHOOL
1	Gary Area Technical - Vocational Center
2	Elkart Carrer School
3	Fort Wayne Community Schools
4	None
5	None
6	Anderson Public Schools Marion Community Schools
7	None
8	Indianapolis Public Schools
9	None
10	None
11	Bartholomew Consolidated Schools
12	Southeastern Indiana Vocational School
13	Evansville - Vanderburg Community Schools
14	Floyd County Consolidated School Corporation

TABLE V.7 POSTSECONDARY PROGRAMS FUNDED BY STATE BOARD OF VOCATIONAL - TECHNICAL EDUCATION, 1971-72

Institution	Final Reimbursement	
Vincennes University	$ 312,646	
Indiana Vocational Technical College	480,819	
Indiana University	157,541	
Purdue University	30,836	
Sub-Total		$ 981,842
Fort Wayne Community Schools	23,606	
Anderson Community Schools	2,420	
Indianapolis Public Schools	49,904	
Bartholomew Consolidated Schools	8,158	
New Albany - Floyd County	7,158	
Marion Community Schools	3,867	
Evansville - Vanderburgh Schools	5,948	
Sub - Total		$ 101,061
TOTAL		$1,082,903*

*This represents the 15 percent minimum of federal monies received by Indiana for vocational and technical education which must be spent on postsecondary programs.

CHAPTER VI

SPONSORED RESEARCH AND PUBLIC SERVICE PROGRAMS

SPONSORED RESEARCH PROGRAMS

Research is the methodical study and activity carried on by professional staff members in postsecondary institutions in order to augment and develop knowledge of all fields of study. In a university, research is an essential part of graduate education. Each Ph.D. candidate must conduct basic research as part of the requirements for the degree. In addition, some master's level programs also require the completion of a basic research project.

Local, state and federal governmental agencies, private foundations, industries, professional associations, organizations and individuals contribute significantly to research activities conducted in university settings. While various agencies of the federal government contribute the larger proportion of sponsored research funds, other organizations play a significant role in guaranteeing the continuation of basic research activity in higher education. Definitions and a classification scheme for research projects are presented in Chapter I of this volume.

A significant part of the sponsored research at Purdue - Lafayette and Indiana University - Bloomington is associated with graduate education and receives substantial financial support from outside sources. While both institutions carry on substantial research in the basic physical and social sciences which undergird all of the professional areas, the traditional differences in missions between Purdue University and Indiana University have served to minimize duplication of effort in the various specialized fields. In addition, Purdue University has a statutory responsibility for the Agricultural Experiment Station which, with joint federal - state support, conducts research to improve the efficiency of food production, processing and distribution.

Ball State University and Indiana State University are not involved extensively in sponsored research activities at the present time. This is to be expected since their role was that of teacher education until their functions were redefined recently. Both universities now have Ph.D. programs, however, and sponsored research activities have begun to grow during the past few years. The majority of these activities have been in the fellowship and training support categories but basic research support has also begun.

Many sponsored research activities are associated with health sciences at IUPUI and are funded from a number of public and private sources. Vincennes University and the regional campuses have not participated in funded research activities to any great extent since the major effort of those campuses has been undergraduate instruction rather than graduate education. No doctoral level programs are available at these campuses and only limited master's programs in professional fields are offered. The total amount of money provided for sponsored research activities — including fellowships and training grants — represents a significant proportion of the levels of funding. A detailed breakdown is provided in Table VI.7.

TABLE VI.1 SUMMARY OF FUNDS FROM SPONSORED RESEARCH, FELLOWSHIPS AND TRAINING GRANTS, INDIANA PUBLIC UNIVERSITIES IN MILLIONS, FISCAL YEAR 1970-71

AGENCY	INSTITUTION					
	PURDUE	INDIANA UNIV.	IUPUI*	BALL STATE	IND. STATE	VINCENNES
National Science Foundation	$ 4.14	$ 9.21	$ .15	$ .03	$ .08	
National Institutes of Health/Health Service & Mental Health Adm.	5.00	5.90	15.75	.05	.06	
Department of Defense	3.24	.92	.02			
Office of Education	1.20	6.93		.56	.18	$ .11
Atomic Energy Commission	1.68	.30	.05			
National Aero. & Space Adm.	1.91	.67	.02			
U.S. Department of Agriculture	.61					
Agency for International Development/ Educational Agreements, Inc.	.94	.70				
Other Government	.54	1.00	.54	.02		
Industrials and Foundations	2.42	2.50	.73	.20	.06	
State & County Government	.30	5.00	.31	.04	.05	
Joint Highway	.51	.64				
Other	.47	2.26	2.56	.04	.01	
Total (Millions)	$ 22.96	$ 36.03	$ 20.13	$ .94	$ .44	.11

*Includes School of Medicine, School of Dentistry, School of Nursing, School of Law

NOTE: Figures are rounded

PUBLIC SERVICE PROGRAMS

Institutions of higher education engage in a myriad of public service programs which benefit individuals, groups, communities, the state, the nation and the world. A framework for classifying such programs is presented in Chapter I of this volume. Table VI.2 lists the public sector institutions engaged in various types of programs. The geographic impact area is also shown. An intensive study of public service activities is anticipated by the Commission as part of phase two planning in future years.

THE COOPERATIVE EXTENSION SERVICE

In 1911 the Indiana General Assembly first made an appropriation supporting, under the direction of Purdue University, a program to,

> . . . promote the improvement and advancement of agriculture, domestic science and rural life among the people of the several counties of the state of Indiana, and aid in the diffusion among the people of the several counties of the state of Indiana useful and practical information on subjects connected with agriculture, domestic science and rural betterment. (Acts of 1911, ch. 54)

The program was expanded in 1913 when legislation was passed permitting each county to apply to Purdue University for the appointment of a county agent whose duty it would be to,

> . . . cooperate with farmers' institutes, farmers' clubs and other organizations, conduct practical farm demonstrations, boys' and girls' clubs and contest work and other movements for the advancement of agricultural and county life, and to give advice to farmers in practical farm problems and aid the county superintendent of schools and the teachers in giving practical education in agriculture and domestic science. (Acts of 1913, ch. 24)

The legislation provided that the county and state should each pay half of each agent's salary.

In 1914 the Congress of the United States enacted the Smith Lever Act which provided federal funds for an extension education program for,

> . . . the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities and imparting to such persons information in said subjects through field demonstrations, publications, and otherwise.

The Smith Lever Act provided partial federal funding for the "cooperative agricultural extension" program with the states. By Joint Resolution, the Indiana General Assembly accepted these funds in 1915.

The above cited federal and state legislation set the legal bases for the development of Purdue University's Cooperative Extension program. In 1963 the Indiana legislation relating to the Cooperative Extension Service was consolidated, reading in part:

TABLE VI.2. PUBLIC SERVICES PERFORMED BY INDIANA PUBLIC UNIVERSITIES

TYPE OF SERVICES	GEOGRAPHIC IMPACT AREA				
	COMMUNITY	REGION	STATE	NATIONAL	INTERNATIONAL
Cooperative Extension	Purdue	Purdue	Purdue	Purdue	Purdue
Home Economics Services	Purdue Ball State Ind. State Ind. Univ. Vincennes	Purdue Ball State Ind. State	Purdue Ind. State	Purdue Ind. State	Purdue
Veterinarian Services	Purdue	Purdue	Purdue	Purdue	Purdue
Urban Development Services	Purdue Ind. Univ. Ball State Ind. State Vincennes Regional Campuses	Purdue Ind. Univ. Ball State Ind. State Vincennes Regional Campuses	Purdue Ind. Univ. Ball State Ind. State Vincennes	Purdue Ind. Univ.	Purdue Ind. Univ.
Cultural Programs	Purdue Ind. Univ. Ball State Ind. State Vincennes Regional Campuses	Purdue Ind. Univ. Ball State Ind. State Vincennes Regional Campuses	Purdue Ind. Univ. Ball State Ind. State Vincennes	Purdue Ind. Univ. Ball State Ind. State	Purdue Ind. Univ. Ball State Ind. State
Elementary and Secondary School Services	Purdue Ind. Univ. Ball State Ind. State Vincennes	Purdue Ind. Univ. Ball State Ind. State Vincennes	Purdue Ind. Univ. Ball State Ind. State	Purdue Ind. Univ.	Ind. Univ. Ball State
Individual Faculty Consultation	Purdue Ind. Univ. Ball State Ind. State Vincennes Regional Campuses	Purdue Ind. Univ. Ball State Ind. State Vincennes Regional Campuses	Purdue Ind. Univ. Ball State Ind. State Vincennes Regional Campuses	Purdue Ind. Univ. Ball State Ind. State	Purdue Ind. Univ. Ball State Ind. State
Poverty and Disadvantaged Programs	Purdue Ind. Univ. Ball State Ind. State Vincennes Regional Campuses	Purdue Ind. Univ. Ball State Ind. State Vincennes Regional Campuses	Purdue Ind. Univ. Ind. State Vincennes		

TABLE VI.2 (continued)

Radio and Television Services	Purdue Ind. Univ. Ball State Ind. State Vincennes	Purdue Ind. Univ. Ball State Ind. State Vincennes	Purdue Ind. Univ Ball State Ind. State Vincennes	Purdue Ind. Univ. Ball State Ind. State Vincennes	
Conference Bureau	Purdue Ind. Univ Ball State Ind. State Vincennes	Purdue Ind. Univ. Ball State Ind. State Vincennes	Purdue Ind. Univ. Ball State Ind. State Vincennes	Purdue Ind. Univ. Ball State Ind. State Vincennes	Purdue Ind. Univ.
Non-Credit Instruction	Purdue Ind. Univ. Ball State Ind. State Vincennes IVTC	Purdue Ind. Univ. Ball State Ind. State Vincennes IVTC	Purdue Ind. Univ. Ball State Ind. State Vincennes IVTC	Purdue Ind. Univ.	

> The office of the cooperative extension service is hereby created in each and every county of this state . . . The county cooperative extension service in each county shall have one (1) administrator and may have other staff members in agriculture, home economics, youth, and other subject matter specialists. All such appointees shall become members of the staff of Purdue University. It shall be the duty of the Director of the Cooperative Extension Service of Purdue University, with the approval of the President of Purdue University and the board of trustees, to appoint personnel to carry on the work of the county cooperative extension service. . . It shall be the duty of such county extension agents, under the supervision of the cooperative extension service of Purdue University, (1) to provide and carry on educational programs in agricultural production, home economics, family living, management, public affairs, community development, and recreation; to assist other university programs of education, research and service established for the welfare of the citizens of Indiana; (2) to conduct 4-H club and other work with youth; (3) to give information and counsel to producers, distributors and consumers regarding production, processing and marketing and utilization of agricultural products; (4) to give counsel and technical assistance that will conserve the soil and soil fertility and other natural resources; and (5) to cooperate with farmers, farmers' organizations, home economics organizations, and other rural and urban organizations. (Acts of 1963, ch. 234; IC 1971, 20-10-20-14)

The 1971 - 72 budget of the Indiana Cooperative Extension Service totaled almost $10 million, of which the State of Indiana contributed $2.6 million (26 percent). This share of the total budget provided by the state was ranked 48th of the 50 states. In the share of the total contributed by county governments (37 percent), Indiana ranked third in the nation. Figure VI.1 displays these and other data which detail the sources of support to the extension services.

Programs

The Indiana Cooperative Extension Service embodies many programs and covers the entire state. On an average day, about 16,000 Hoosiers attend one of nearly 500 total meetings. Specialists of the Extension Service conduct about 200 of these meetings, and the other 300 are conducted by volunteer leaders. County agents and specialists also bring information to thousands of others through radio and television programs, newspaper columns and personal contacts.

The activities of the Indiana Cooperative Extension Service fall into four program categories:

1. 4-H and Youth — is intended to provide experiences through which youth "learn while doing." The purpose is to develop in youth,

   - Individual talents, skills, and self-confidence
   - Knowledge of their environment
   - Appreciation for the worth and dignity of all people
   - Values to live by
   - Creative spirit

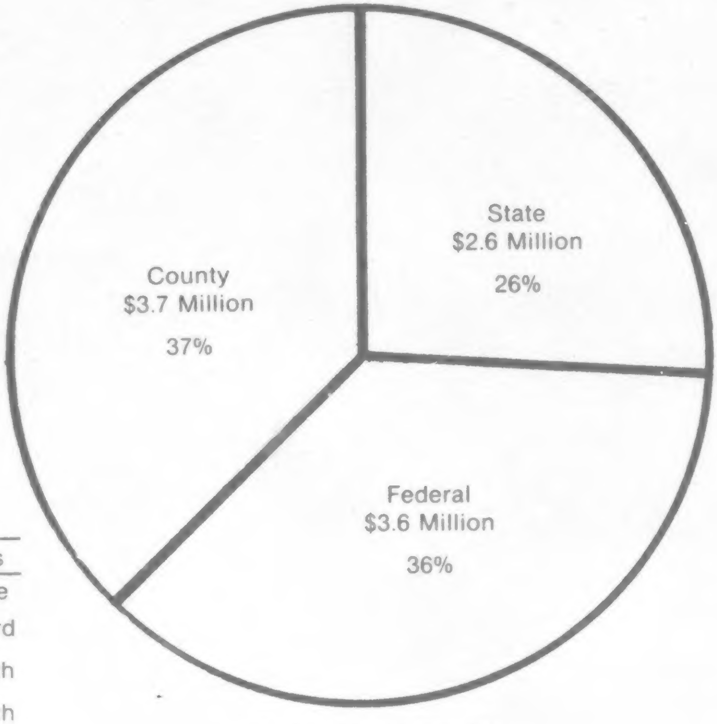
   This program is open to both urban and rural youth. In Indiana it is the largest in the nation, having served over 200,000 youth in 1971. It is conducted by a staff of 110 professionals and 5,000 local leaders, many of whom are volunteers. One third of the members are from urban areas, one third are from farms, and one third are from rural, nonfarm families. Marion County, with 16,000 members (including many from the inner city), has the largest county-wide program in the nation.

Figure VI.1

SOURCES OF FUNDS OF THE INDIANA COOPERATIVE EXTENSION SERVICE

1971-72

Sources of support of the programs and activities of 302 agents and specialists located throughout the state and 114 (F.T.E.) subject matter specialists located on the West Lafayette Purdue Campus.



Total Budget: $9,946,484

Indiana's National Rank by Source of Funds for Cooperative Extension

Source	Rank in United States	
	By Amount	By Share
County	2nd	(37%) 3rd
State	26th	(26%) 48th
Federal	20th	(36%) 39th
Total	11th	

Fund Sources for Purdue University Based Staff

State (57%)	$ 1.6 Million
Federal (43%)	$ 1.2 Million
TOTAL	$ 2.8 Million

Fund Sources for Field Staff (County and Area)

County (60%)	$ 3.7 Million
State (16%)	$ 1.0 Million
Federal (24%)	$ 1.5 Million
TOTAL	$ 6.2 Million

(Plus a $982,407 federally funded nutrition education program, $700,000 of which is used for non-professional aides.)

Twenty-four percent of Cooperative Extension resources ($2.4 billion) are used for this program. This amounts to about $12 per youth served. The staff consists of 14 specialists and 95 agents.

2. *Agriculture and Related Businesses* — intended to provide pipelines through which the latest scientific information on production, management, and marketing is taken to

- — Farmers
- — Farm suppliers
- — Marketing firms
- — Related financial institutions

Modern agriculture depends on vast quantities of biological, chemical, mechanical, and economic information. As new knowledge is discovered, specialized agricultural extension personel try to help determine its most profitable use and integrate it into our complex system of food and fiber production. Commericial farmers most able to adopt new technology continue to be the primary participants in agricultural extension programs. However, efforts are made to reach young farmers and others with low incomes who need the information in order to provide a satisfactory level of living for their family.

Thirty-seven percent of Cooperative Extension resources ($3.7 million) are used for agricultural programs. This amounts to about $40 per farm in Indiana. This phase of Extension's work is conducted by a total staff of 132 people, 68 specialists and 64 agents.

3. *Family Living* — provides education for homemakers of all ages, urban and rural, on subjects such as

- — Nutrition and food preparation
- — Clothing, textiles, and sewing
- — Child development and family relations
- — Maintaining family health
- — Housing and home furnishings
- — Equipment and household maintenance
- — Legal and business affairs
- — Community improvement

The primary audience for this program is 55,000 Indiana citizens organized into over 3,000 extension homemaker clubs. A second very important audience is the 5,500 low income women in the special foods and nutrition program. In addition, total attendance at special interest meetings is about 75,000 per year.

Thirty percent of Cooperative Extension resources ($3 million) go into the home economics program; about $1 million of this is for the special nutrition program wholly financed by Federal funds. A total staff of 101 home economists, 14 specialists and 87 agents, conducts this program.

4. *Community Development* — intended to help combine the body of new knowledge in the community development area with community resources for the purpose of speeding up and improving the solution of community problems such as

- — Water supplies
- — Sanitation
- — Human development
- — Education
- — Industrial growth
- — Pollution control
- — Community facilities

Through this program Extension specialists and agents try to help the people in the community identify and rate the importance of various problems, develop alternative solutions, measure the costs and benefits of various alternatives, and develop private or public groups or institutions to implement the solution decided upon.

Nine percent of Cooperative Extension resources, $900,000, is devoted to this program. The staff consists of 6 man years of specialist time and 30 man years of community development agent time.

THE AGRICULTURAL EXPERIMENT STATION

The Purdue University Agricultural Experiment Station had its genesis in the Hatch Act, passed by the United States Congress in 1887, establishing in each state as part of the land grant college an agricultural experiment station, "to aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and applications of agricultural science." The Hatch Act provided for federal appropriations for the support of the Experiment Station which have been supplemented by subsequent acts. The Indiana General Assembly, by a Joint Resolution in 1889, accepted the Hatch Act grant on behalf of Purdue University and stated further that "the legislative assent of Indiana is hereby given to the purpose of said grant."

Total income to the Experiment Station, from all Sources, in 1970-71 was approximately $11.5 million and was received as follows:

Source		Amount
State Appropriations		52 million
Federal Appropriations		2.47 million
Gifts, Grants, and Contracts		1.80 million
Income from Research Farms		1.00 million
Inspection and Analysis		0.22 million
Miscellaneous		
	Total	$ 11.43 million

As of July 1, 1971, the Purdue Agricultural Experiment Station had approximately 335 research projects actively underway. (See pages 4-10 of the 1971 Report of the Experiment Station for complete list.) The principal investigator of each of these projects was a member of the faculty of Purdue's School of Agriculture, School of Home Economics, or School of Veterinary Science and Medicine who, in addition to whatever other duties he was assigned in the University, had a portion of his salary paid by the Agricultural Experiment Station and had a specific research assignment from the Station. Most of these faculty also carried out teaching responsibilities or cooperative extension activities.

In addition to its research function, the Agricultural Experiment Station has been assigned certain service and regulatory functions by the General Assembly. These laws and some 1971 activities are:

1. *Commercial Feed Law of 1955, 1972* - The Indiana Feed Law is administered by the Director of the Agricultural Experiment Station through the Indiana State Chemist's Office. Financed by fees.

2. *Commercial Fertilizer Law of 1953* - Fertilizers are checked in the laboratory from random samples selected by the inspection staff at retail outlets. Copies of results are sent to the manufacturer, the dealer, and to the purchaser in those cases where the product had been sold. Financed by fees.

3. *Law Regulating Sale and Commerce of Legume Inoculants and Growth Promoting Substances of 1937* - The products of manufacturers distributing in the state are sampled and tested. Financed by fees.

4. *Seed Law of 1957* - Samples of seed are collected by seed inspectors and analyzed by laboratory personnel for purity and germination. Financed by fees.

5. *Agricultural Ammonia Law of 1965* - Anhydrous ammonia distribution centers in the state, including the nurse tanks used in hauling the product, are inspected twice each year for conformance to safety standards. Financed by fees.

6. *Pesticide Act of 1971* - The Indiana Pesticide Act of 1971 is administered by the State Chemist at Purdue through the Experiment Station. It provides for registration of all restricted use of some pesticides, thus further protecting the Hoosier environment. Financed by fees.

7. *Creamery License Law of 1955, 1959, 1969* - The primary function of the Creamery License Division is to train and supervise personnel involved in sampling and testing milk for butterfat. The work is performed in cooperation with Creamery Examining Board, as provided in the Creamery License Law. Financed by fees.

8. *Indiana State Egg Act of 1941, 1957* - The Indiana State Egg Board is charged with the development and enforcement of standards of quality, weight, terms, and grades of eggs. The Agricultural Experiment Station is charged with the responsibility of employing the personnel to supervise the program. Financed by fees.

9. *Animal Disease Diagnostic Laboratory Acts of 1945, 1967* - The Purdue Animal Disease Diagnostic Laboratories furnish diagnostic assistance in animal and poultry diseases. One laboratory is at Purdue, Lafayette. A second laboratory is located at the Southern Indiana Purdue Agricultural Center in Dubois County.

In most states, the activities listed above and which follow are carried out by State Departments of Agriculture. Most of these activities are self-supporting. A few, such as the Animal Disease Diagnostic Laboratories, are line items in the State budget. in addition to the laws listed above, the Station, under memoranda of agreement and other arrangements, handles a wide range of service activities including the following:

1. *Agricultural Statistics* - The Department of Agricultural Statistics is responsible for preparing the official statistics relating to agricultural production in Indiana. Financed by approximately 90% federal funds, 10% state funds.

2. *Fruit and Vegetable Inspection* - Financed by fees.

3. *Plant and Soil Analysis Laboratory* - Financed by fees.

4. *Animal Damage Control* - An Animal Damage Control Station is maintained to provide, upon request, the technical information and assistance needed to control wild animals and non-game birds which cause economic damage to agriculture, endanger public health and safety, or create a nuisance. Financed by fees.

5. *Swine Evaluation* - The Indiana Swine Evaluation Station offers Indiana purebred swine breeders an opportunity to evaluate their breeding stock by having litters tested for growth rate, feed conversing, carcass length, carcass backfat, and loin-eye area. Financed by fees.

6. *Poultry and Poultry Products Grading.* - Financed by fees.

7. *Foreign Trade* - Indiana is a major exporter of agricultural products, and to strengthen markets, the Station helped organize the Mid-America International Agri-Trade Council. It is an organization founded and supported by Midwestern State Departments of Agriculture and Purdue, and is designed to expand trade in midwest agricultural products. It works in cooperation with the Foreign Agricultural Service of the U. S. Department of Agriculture.

Service and regulatory programs covered other activities in addition to those listed here. Corn, soybeans, and sorghum were tested for yield and other factors. Farm records were kept and analyzed, offering a practical accounting system for teaching and executing farm financial management. Service activities, coupled with research, extension and resident instruction in agriculture, make the Purdue agricultural complex a unique feature of the Indiana postsecondary education system.

CHAPTER VII

FINANCING POSTSECONDARY EDUCATION IN INDIANA

The purpose of this section is to discuss the financing of postsecondary education in Indiana as a complex funding scheme and as an implementary tool for statewide planning and coordination. An understanding of the current status of finance is necessary for the Commission to make its planning decisions and its financial recommendations to the Governor and the General Assembly.

AN OVERVIEW

Postsecondary education in Indiana is one of the largest functional areas supported through state appropriations. Table VII.1 shows the trend of support over the past four biennial periods in terms of percentage of the total state budget and of the state general fund budget. Only a slight percentage increase is noted over the period. To place this educational function in perspective, the total state budget for the 1971-73 biennium is 3.1 billion dollars and the general fund portion for the same period is 1.7 billion dollars.

Institutions and agencies receiving state support and for which the Commission may make financial recommendations are Indiana University, Purdue University, Ball State University, Indiana State University, Vincennes University, Indiana Vocational Technical College, Indiana Higher Education Telecommunication System, Indiana Educational Services Foundation, The Education Council, Statewide Medical Education Plan, IMPACT - Title I Higher Education, Academic Facilities - Title I and Title VI Higher Education, Indiana University - Medical Education Intern Residency, Indiana University - Medical Education Planning, Physicians Augmentation Program, and the University Special Appropriations - Public Service Related.

TABLE VII.1. STATE SUPPORT TO INDIANA HIGHER EDUCATION THROUGH BIENNIAL APPROPRIATIONS, 1965-67 Through 1971-73

	1965-67		1967-69		1969-71		1971-73
State Appropriations*	$220.4		$310.7		$347.7		$426.3
% of Increase		40.9%		15.1%		22.8%	
% of Total State Budget	12.4%		13.1%		13.0%		13.6%
General Fund Appropriations*	$217.3		$296.7		$333.3		$411.9
% of Increase		36.5%		12.3%		23.6%	
% of General Fund Budget	22.1%		23.0%		23.8%		24.1%

*Millions of Dollars

Source of Data The Acts of the Indiana General Assembly

Includes all post high school educational agencies and both operating and construction appropriations from state general and dedicated fund sources

The largest portion of state support is from the state general fund. Tahbe VII.2 shows the trend by year over the past eight years for all institutions and agencies. The levels of support from year to year increase in almost every case although the percentage increases are somewhat erratic.

TABLE VII.2. STATE SUPPORT TO INDIANA HIGHER EDUCATION THROUGH GENERAL FUND APPROPRIATIONS, 1965-67 THROUGH 1971-73

Fiscal Year	General Fund Appropriations*	% of Increase
1965-66	$ 91.7	
1966-67	$106.3	15.9
1967-68	$134.4	26.4
1968-69	$143.0	6.4
1969-70	$154.3	7.9
1970-71	$174.0	12.8
1971-72	$201.3	15.7
1972-73	$210.6	4.6

*Millions of Dollars

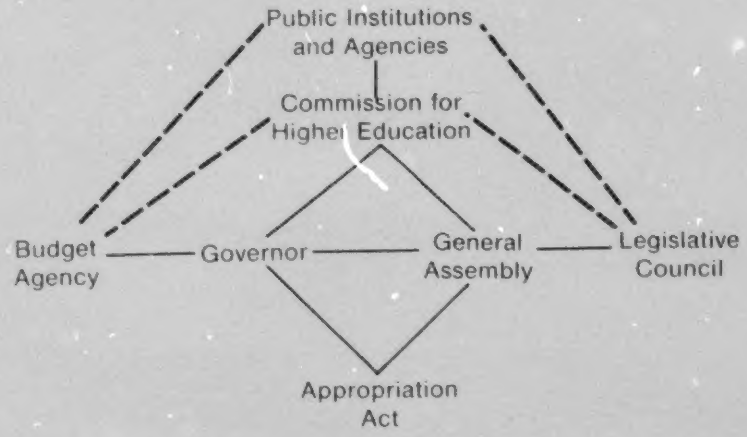
Source of Data: The Acts of the Indiana General Assembly

Includes all postsecondary educational agencies both operating and construction appropriations from state general fund sources.

Financial Decision-Making

The following diagram shows the process of financial decision-making in Indiana.

FINANCIAL DECISION PROCESS
FOR
POSTSECONDARY EDUCATION


Public Institutions and Agencies
Commission for Higher Education
Budget Agency
Governor
General Assembly
Legislative Council
Appropriation Act

The dotted lines indicate request channels that are opened as they are needed.

Public Institutions and Agencies:

1. request funding needed to support their own educational mission,

2. provide data and assistance to the Commission for Higher Education as requested to assure statewide coordination, and,

3. answer any independent inquiries of the Budget Agency and Legislative Council in regard to their specific agency.

Commission for Higher Education:

1. recommends financial support needed to support a planned, coordinated system of postsecondary education to the Governor and the General Assembly,

2. provides comparable data for the institutions and agencies composing the system to aid decision-making by the General Assembly and Governor,

3. provides a long range plan for postsecondary education and relates it to financial support needed,

4. answers any independent inquiries of the Budget Agency and Legislative Council in regard to the state system of postsecondary education,

5. coordinates requests for information from the state institutions and agencies to assure unnecessary duplication of effort and confusion as to assumptions under which such data is to be prepared, and,

6. takes into account the interests of the independent institutions of the state in making recommendations to assure a total coordinated system of higher education to the benefit of all.

Governor and Budget Agency:

1. review the postsecondary education request submitted by the Commission for Higher Education and integrate it functionally into the Governor's budget recommendation to the General Assembly,

2. request additional information from the Commission in regard to the state system and from the institutions and agencies themselves if necessary for specific data, and,

3. assign to the Commission additional functions, duties, and responsibilities as deemed necessary to assure a coordinated statewide system of postsecondary education.

General Assembly and Legislative Council:

1. appropriate funds for postsecondary education based on the direction and policies they wish higher education to follow,

2. legislate as necessary to implement statewide planning decisions,

3. request additional decision-making information of the Commission as needed, and

4. assign to the Commission additional functions, duties and responsibilities as deemed necessary to assure a coordinated statewide system of postsecondary education.

All these units interrelate in a more complex manner than outlined here. The final decisions which result are reflective to a large degreee of the other important force influencing such matters, the public.

FINANCING OPERATING EXPENSES

The primary decision-making tool which the state utilizes in determining the amount of money which it feels is needed for the support of postsecondary education and to whom that money will be allocated is the budget request procedure called the Biennial Programmatic Budget. The procedure is complex and the resultant document contains much detailed information. It is better described as a departmental programmatic budget for it is organized by administrative unit. It yields both information by administrative unit and program information by requested new programs, however.

Indiana public colleges and universities have submitted their appropriations requests through the preparation of the Biennial Programmatic Budget since 1969. The concept which underlies this approach is that all requests are based upon those total resources needed to support programs of an institution. The process of budget building itself is integrally interwoven into all levels of the functioning institution. It is intended to be a two-way street with policy and objective guidelines communicated from the top and with program needs and resource requests originating at departmental levels. Guidelines are required to assure comparability of actual data reported.

Over the past six years three of the six reporting institutions, Indiana University, Purdue University, and Indiana State University, have computerized a large portion of the tasks of collecting and organizing the vast amounts of information required to support their budget requests. This computerization has aided greatly in the analysis of requests. Change of formats and sophistication in budget request preparation have also improved the comparability of support data and its analysis. Any major change in data gathering techniques under the present system requires substantial lag time for institutions to adapt to such change.

Biennial Programmatic Budget Requests are submitted to the Commission for review and recommendation to the General Assembly as lump sum appropriations to the institutions. This is done with the intention of giving the institutions the flexibility to meet their changing program needs and to develop their own internal management procedures for administering their institutions. Regional campus systems also receive lump sum appropriations which are made to the university with the responsibility for their administration. Misallocation of limited funds to small campuses can be particularly burdensome due to their size. These possible hardships are minimized by the flexibility regional system appropriations provide.

Tables VII.3 and VII.4 show yearly trends of support over the past ten years, in terms of dollar amounts and percent of total General Fund operating appropriations to state institutions only. The decrease in appropriations to Indiana University at Bloomington in 1969-70 was a result of a separate appropriation to IUPUI for the first time. The decrease in appropriations to Purdue regionals in 1970-71 from the 1969-70 level was due to the switch from the joint funding of Indiana University-Purdue University at Indianapolis to the single administration of funds by Indiana University.

TABLE VII.3. GENERAL FUND APPROPRIATIONS * TO THE STATE INSTITUTIONS FOR THE TEN YEAR PERIOD: 1963-64 THRU 1972-73

Campuses	1963-64	1964-65		1965-66		1966-67		1967-68		1968-69		1969-70**		1970-71		1971-72		1972-73	
	$'s	$'s	% Inc	$'s	% Inc	$'s	% Inc	$'s	% Inc	$'s	% Inc	$'s	% Inc	$'s	% Inc	$'s	% Inc	$'s	% Inc
Main Campuses:																			
Ball State	6.6	7.7	16.7	8.7	13.0	10.4	19.5	13.8	32.7	15.1	9.4	16.3	7.9	18.8	15.3	21.3	13.3	22.7	6.6
ISU	5.4	6.4	18.5	7.4	15.6	8.6	16.2	12.9	50.0	14.3	10.9	15.0	4.9	17.0	13.3	19.5	14.7	20.4	4.6
IU - Blm	30.7	34.8	13.6	38.9	11.8	44.6	14.7	47.8	7.2	51.6	7.9	39.5	-23.4	43.8	10.9	47.4	8.2	49.8	5.1
PU - Laf	28.2	31.3	11.0	33.3	6.4	38.0	14.1	39.2	3.2	42.1	7.4	41.2	-2.2	45.9	11.4	50.2	9.4	52.7	5.0
Total	70.9	80.2	13.1	88.3	10.1	101.6	15.1	113.7	11.9	123.1	8.3	112.0	-9.0	125.5	12.0	138.4	10.3	145.6	5.2
Regionals:																			
ISU - E								0.2		0.5	150.0	1.0	200.0	1.3	30.0	1.7	30.8	1.9	11.8
IUPUI												14.3		18.9	32.2	20.8	10.1	22.3	7.2
IU - RC's				0.9		1.3	44.4	5.9	353.8	6.9	16.9	7.6	10.1	9.6	26.3	10.8	12.5	11.9	10.2
PU - RC's				0.7		1.2	71.4	6.6	450.0	8.0	21.2	8.4	5.0	7.4	-11.0	8.4	13.5	8.8	4.8
Total				1.6		2.5	56.2	12.7	408.0	15.4	21.2	31.3	103.2	37.2	18.8	41.7	12.1	44.9	7.7
Two - Year Inst's:																			
IVTC				1.1		1.9	72.7	2.2	15.8	2.2	0.0	3.0	36.4	3.0	0.0	4.1	36.7	4.7	14.6
Vincennes				0.1		0.2	100.0	0.3	50.0	0.4	33.3	0.5	25.0	0.5	0.0	0.9	80.0	1.0	11.1
Total				1.2		2.1	75.0	2.5	19.0	2.6	4.0	3.5	34.6	3.5	0.0	5.0	42.8	5.7	14.0
Grand Total	70.9	80.2	13.1	91.1	13.6	106.2	16.6	128.9	21.4	141.1	9.5	146.8	4.0	166.2	13.2	185.1	11.4	196.2	6.0

*Millions of Dollars **First Separate State Appropriation to IUPUI

Source of Data: The Acts of the Indiana General Assembly

TABLE VII.4. PERCENT OF TOTAL GENERAL FUND APPROPRIATIONS TO THE STATE INSTITUTIONS FOR THE TEN YEAR PERIOD: 1963-64 THROUGH 1972-73

Campuses	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70*	1970-71	1971-72	1972-73
Main Campuses:										
Ball State	9.3%	9.6%	9.5%	9.8%	10.7%	10.7%	11.1%	11.3%	11.5%	11.5%
ISU	7.6	8.0	8.1	8.1	10.0	10.1	10.2	10.2	10.5	10.4
IU	43.3	43.4	42.7	42.0	37.1	36.6	26.9	26.4	25.6	25.4
PU	39.8	39.0	36.6	35.8	30.4	29.8	28.1	27.6	27.2	26.9
Total	100.0	100.0	96.9	95.7	88.2	87.2	76.3	75.5	74.8	74.2
Regionals:										
ISU-E	—	—	—	—	0.2	0.4	0.7	0.8	0.9	0.9
IUPUI	—	—	—	—	—	—	9.7	11.4	11.2	11.4
IU-RC's	—	—	1.0	1.2	4.6	4.9	5.2	5.8	5.9	6.1
PU-RC's	—	—	0.8	1.1	5.1	5.7	5.7	4.4	4.5	4.5
Total	—	—	1.8	2.3	9.9	11.0	21.3	22.4	22.5	22.9
IVTC	—	—	1.2	1.8	1.7	1.5	2.0	1.8	2.2	2.4
Vincennes	—	—	0.1	0.2	0.2	0.3	0.4	0.3	0.5	0.5
Total	—	—	1.3	2.0	1.9	1.8	2.4	2.1	2.7	2.9
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*First Separate State Appropriation to IUPUI
Source of Data: The Acts of the Indiana General Assembly

FINANCING CAPITAL PROJECTS

Historically, a variety of funding sources for capital projects has been utilized by public institutions of higher education. Gifts from alumni, friends, foundations and organizations have enabled institutions to construct many facilities. Construction grants and loans from the federal government under the Higher Education Facilities Act of 1963 have assisted greatly during the tremendous enrollment growth of the 1960's. Banks, bonding corporations and insurance companies have provided loans and bonds which have in large measure been paid off by dedicating a portion of each student's fee to the retirement of the bonds. The state government has also been a source of funding through biennial or annual appropriations made to the institutions for capital purposes.

Legislation Enacted

For a number of years the Indiana General Assembly has provided for financing a portion of the capital projects of the state institutions by making direct appropriations from the General Fund of the State Budget. In addition, the General Assembly has enacted legislation designed to assist in the financing of new construction and major rehabilitation projects of more than $50,000. The Acts of the General Assembly which are still in force for the institutions include:

The Acts of 1927

Bonding authorization was given to the four state universities for the construction of dormitories. These bonds are retired by the income generated by the occupancy of the residence halls.

The Acts of 1929

Bonding authorization was given to the four state universities for the construction of student unions, athletic facilities, performance buildings and other non-directly educational related buildings. The bonds are retired by income generated from student fees other income accrued by use of the facility.

The Acts of 1945

Known as the Post-War Construction Contingency Appropriation Fund, it was designed to provide direct appropriations to all types of state institutions, including the postsecondary institutions.

The Acts of 1953

Special legislation passed designed to provide Vincennes University with the right to raise funds for capital expenditure as well as giving it the authority to issue bonds for all types of construction. Vincennes was not covered under the Acts of 1927 or 1929.

The Acts of 1965

Bonding authorization was given to all the postsecondary institutions for construction of academic facilities. It is known as the Academic Facilities Bonding Authorization. Student tuition fees are dedicated to the retirement of the bonds.

The Acts of 1971

This act was designed to provide funds to replace student fees which had been dedicated to the bonds under the Acts of 1965. The appropriations were to pay the principal on the bonds for the academic facilities since 1965.

Ten Year History of State Support

The state has historically supported the financing of capital projects on postsecondary institution campuses in two ways: by direct appropriations and by bonding authorization. Direct appropriations involve cash outlays on the part of the state government. Bonding authorization, on the other hand, involves no financial commitment on the part of the government. Bonding authorization is a control device whereby the state government has final authority to permit one of its state institutions to assume a debt. The boards of trustees of the institutions have the final responsibility for selling the bonds and also assume the responsibility for payment.

A summary of the ten year history of direct appropriations by the state to postsecondary institutions for capital projects is shown in Table VII.5. A total of $98.49 million has been given in the form of direct appropriations over the past five biennia. These direct appropriations have come from three funds — General, Post-War Construction, and Student Fee Replacement. A detailed breakdown of appropriations from each fund is shown in Appendix E, Tables 1 and 2.

TABLE VII.5. DIRECT STATE APPROPRIATIONS FOR CAPITAL PROJECTS (in millions)

	1963-65	1965-67	1967-69	1969-71	1971-73	Decade Totals
IU-Bloomington	$ 7.13	$ 3.88	$ 2.01	$ ——	$ 0.50	$13.52
IUPUI	——	——	——	3.36	1.90	5.26
IU-Med. Center	4.00	9.07	12.55	3.55	0.50	29.67
IU-Reg. Campus	——	——	3.37	1.87	2.90	8.14
PU-Lafayette	7.13	3.47	2.71	0.52	0.50	14.33
PU-Reg. Campus	——	——	2.63	0.92	2.90	6.45
Ball State	3.65	1.55	1.96	0.76	0.50	8.42
ISU-Terre Haute	2.09	1.10	1.22	0.84	0.50	5.75
ISU-Evansville	——	——	1.00	0.68	0.50	2.18
IVTC	——	0.25	——	——	0.90	1.15
Vincennes	——	——	0.30	0.60	0.42	1.32
TOTALS	$24.00	$19.32	$27.75	$13.10	$12.02*	$96.19
					$14.32**	$98.49

*Direct state appropriations include General Fund and Post-War Construction Funds

**The $14.32 million includes Fee Replacement Funds in the amounts of $965,000 for the Indiana University system, $920,000 for the Purdue University system, $145,000 for the Indiana State University system and $260,000 for Ball State.

Source of Data: The Acts of the Indiana General Assembly

In the 1971-73 biennium, direct appropriations have dropped to $14,315,000 from a peak of $27,750,000 in the 1967-69 biennium. For the ten year period, the Indiana University Medical Center has been the largest recipient of direct appropriations for capital projects. Approximately $30 million, or 30 percent of the total direct appropriations, have gone to the Medical Center.

A summary of the ten year history of bonding authorization is shown in Table VII.6. A total of $591 million has been authorized under the legislation which provides for bonding for residence halls, auxiliary facilities and academic facilities.

Just as the direct appropriations have dropped off, so have bonding authorizations. In the 1971-73 biennium, bonding authorization dropped to a level of $121 million from a peak of $166.5 million in the 1967-69 biennium. A partial explanation is the leveling of enrollment at the residential campuses, thus eliminating the need for new residence hall construction. During the 1971-73 biennium only $25.8 million was authorized for residence hall construction.

TABLE VII.6. BONDING AUTHORIZATION GRANTED BY THE STATE* (in millions)

	1963-65	1965-67	1967-69	1969-71	1971-73	Decade Totals
IU-Bloomington	$ ___	$ 56.10	$ 38.44	$ 22.75	$ 12.35	$129.64
IUPUI	___	___	___	1.30	13.96	15.26
IU-Med. Center	___	___	___	1.35	3.40	4.75
IU-Reg. Campus	___	5.20	9.55	12.62	20.30	47.67
PU-Lafayette	___	43.00	35.11	22.55	6.08	106.74
PU-Reg. Campus	___	5.20	7.45	7.38	6.20	26.23
Ball State	___	29.41	31.78	17.11	19.96	98.26
ISU-Terre Haute	___	25.60	41.15	40.83	32.72	140.30
ISU-Evansville	___	___	3.00	2.81	2.00	7.81
IVTC	___	___	___	___	___	___
Vincennes	3.01	1.31	___	3.45	2.64	10.41
TOTALS	$ 3.01	$165.82	$166.48	$132.15	$119.15	$587.07

*Bonding Authorizations include those under the Acts of 1927, 1929, and 1965.

**All Vincennes University bonding authorization falls under the Acts of 1953.

Current Status of the State Institutions' Bonded Indebtedness

The public postsecondary institutions have accumulated a total indebtedness of $550.8 million under the bonding authorization legislation of the General Assembly as summarized in Tables VII.7, VII.8, and VII.9. Approximately 68 percent or $374 million of the bonded indebtedness is under the

TABLE VII.7. BONDING AUTHORIZED UNDER THE ACTS OF 1927 (residence halls)

	1963-65	1965-67	1967-69	1969-71	1971-73
IU-Bloomington		$26,825,000	$20,926,450	$18,935,700	$6,060,520
IUPUI					
IU-Medical Center					
IU-Regional Campuses					
Purdue-Lafayette		27,480,000	23,500,000	22,800,000	
Purdue-Regional Campuses					
Ball State		22,429,248	26,000,000	10,640,000	4,720,000
Indiana State-Terre Haute		16,750,000	24,500,000	19,400,000	15,000,000
Indiana State-Evansville					
Ind. Vocational Tech. Col.					
Vincennes*	$1,650,000	1,310,000		2,000,000	
TOTAL	$1,650,000	$94,794,248	$94,926,450	$73,775,700	$25,780,520

*All Vincennes University's bonding authorization is under the Acts of 1953. For comparison the amounts were proportionately distributed for display with the acts pertaining to the other institutions.

TABLE VII.8. BONDING AUTHORIZED UNDER THE ACTS OF 1929 (performance buildings)

	1963-65	1965-67	1967-69	1969-71	1971-73
IU-Bloomington		$17,650,000	$8,900,000	$1,500,000	$3,258,056
IUPUI					8,855,535
IU-Medical Center					
IU-Regional Campuses				4,000,000	10,200,000
Purdue-Lafayette		5,100,000			
Purdue-Regional Campuses					
Ball State		2,335,000	1,250,000	1,440,000	6,800,000
Indiana State-Terre Haute		5,550,000	11,400,000	16,400,000	9,900,000
Indiana State-Evansville				1,575,000	
Ind. Vocational Tech. Col.					
Vincennes*	1,360,000				
TOTAL	$1,360,000	$30,535,000	$21,550,000	$24,915,000	$39,013,591

*All Vincennes University's bonding authorization is under the Acts of 1953. For comparison, the amounts were proportionally distributed with the acts pertaining to the other institutions.

TABLE VII.9. BONDING AUTHORIZATION UDER THE ACTS OF 1965

	1965-67	1967-69	1969-71	1971-73
IU-Bloomington	$11,625,000	$8,610,000	$2,318,750	$3,035,000
IUPUI			1,300,000	5,100,000
IU-Medical Center			1,346,301	3,400,000
IU-Regional Campuses	5,200,000	9,554,000	8,623,000	10,100,000
Purdue-Lafayette	10,425,000	11,610,000	2,746,875	6,080,000
Purdue-Regional Campuses	5,200,000	7,446,000	7,375,000	6,200,000
Ball State	4,650,000	4,530,000	5,029,687	8,440,000
Indiana State-Terre Haute	3,300,000	5,250,000	5,029,687	7,818,000
Indiana State-Evansville		3,000,000	1,230,700	2,000,000
Ind. Vocational Tech. Col.				
Vincennes*			1,445,000	2,640,000
TOTAL	$40,400,000	$50,000,000	$36,445,000	$55,813,000

*All Vincennes University's bonding authorization comes under the acts of 1953. For comparison the amounts were proportionately distributed for display with the acts pertaining to the other institutions.

Acts of 1927, residence halls. The income from residence hall charges pays for the retirement of these bonds. The remaining $176.5 million is bonded indebtedness which is paid for, in large measure, by dedication of a portion of the student tuition-fee.

As might be expected, Indiana University-Bloomington and Purdue University-Lafayette have the greatest total indebtedness (principal) with each approximately at $165 million. A detailed breakdown of the type of bonded indebtedness is shown in Appendix E, Tables 3, 4, and 5.

In addition to the indebtedness under the state bonding authorization, Indiana University at Fort Wayne, Purdue's regional campuses and Indiana Vocational Technical College have accumulated $39 million debts by lease-purchase agreements. A detailed breakdown is given in Appendix E, Table 6.

Impact of State Policies on Student Tuition-Fee Structure

Under the bonding authorizations, the students pay all or part of the necessary amounts for retirement of the bonds. For residence halls, under the Acts of 1927, the room rent is dedicated to pay off the debt. In some cases, usually the Acts of 1929, the facilities generate sufficient income to retire the bond without student fees.

The proportion of the student tuition fee which is dedicated to construction expenditures varies from institution to institution and is depicted in Table VII.10. The regional campuses of both Purdue University and Indiana University dedicate 35 percent of the tuition fee to debt retirement. At the other end of the continuum, Purdue University-Lafayette dedicated $60 or 8.75 percent of the annual student tuition fee to retiring debts.

TABLE VII.10. FEE STRUCTURE AND PROPORTION DEDICATED TO CONSTRUCTION PROJECTS

	Total Annual Fee	Dedicated	% of Total Dedicated
Ball State	$630	$ 66.25	10.52
Indiana State - Terre Haute	$620	$138.00	22.25
Indiana State - Evansville	$640	$150.00	23.44
Indiana University - Bloomington	$650	$144.00	22.10
IUPUI	$600	$120.00	20.00
IU Regional Campuses	$600	$210.00	35.00
Purdue - Lafayette	$700	$184.00	26.28
Purdue Regional Campuses	$600	$210.00	35.00
Vincennes	$810	$130.00	16.05

Source: Phone calls to university business offices, July 1, 1972.

Current Mechanism for the Approval of Capital Projects

The final approval of all new construction projects and major rehabilitation projects which involve state appropriation or bonding authorization is the responsibility of the State Budget Agency, the Budget Committee and the Governor. If only direct appropriations are involved, then the Budget Committee is not involved in the final decision.

With the advent of the Commission for Higher Education, the following represents the approval procedure currently being employed to initiate capital projects at the state institutions:

1. In July, before each biennium, every institution prepares a priority listing of new capital projects and a priority listing of major rehabilitation projects, and submits it to the State Budget Agency and the Commission for Higher Education.

2. The Commission for Higher Education makes its recommendations to the Budget Agency, the Governor and the Budget Committee. The State Budget Agency reviews the recommendations and the requests and formulates the Governor's Budget to submit to the General Assembly.

3. The General Assembly authorizes and sets the maximum levels of appropriation and bonding.

4. Each institution then develops a program for a specific project and secures its Board of Trustee's approval.

5. A request to proceed then is submitted to the three decision making organizations, plus the Commission for Higher Education.

6. The Commission for Higher Education makes its recommendation to the State Budget Agency, Budget Committee and the Governor.

7. If approval is given by the decision makers, the detailed architects plans are drawn, bids let and construction begins.

Direct appropriations for capital projects have been declining. Bonding authorization for residence halls has declined; however, bonding for auxiliary and academic facilities has been fairly constant over the past four biennia. The result provides evidence that the student will continue to pay a significant portion of the debt service for bonding.

The process of getting a capital project underway is very lengthy and involved. Although the Commission for Higher Education is now involved in the procedure as the review and recommending agency, final approval for new construction and major rehabilitation is the shared responsibility of the State Budget Agency, the Budget Committee and the Governor.

COST OF POSTSECONDARY EDUCATION

There exists a cost difference between public and independent institutions within Indiana's system of postsecondary education. Table VII.11 shows this relative difference for two selected years and includes fees, tuition, and estimated expenditures for books, room and board and general necessary living costs. Cost at independent institutions in general have remained over this period approximately one-third greater than those at public institutions.

TABLE VII.11. COMPARISON OF COLLEGE COSTS OF IN-STATE STUDENTS ATTENDING INDIANA PUBLIC AND INDEPENDENT COLLEGES DURING THE ACADEMIC YEARS 1966-67 AND 1970-71

	1966-67	1970-71	% of Increase
Public	$1,668	$2,140	28.3
Independent	$2,247	$2,905	29.3

Source of Data: Scholarship Commission, Annual Report, 1970-71.

The student attending Indiana's public institutions currently supplies 16% to 62% of the Education and General Income at his or her campus. Table VII.12 shows the percentage of student contribution by campus at selected five-year intervals and for the 1972-73 fiscal year. The trend appears to be that students pay a larger share of the cost of their education at the residential campuses. However, over the 13 year-period reported, the range of the student's percentage contribution to the cost of his education declined at the regional campuses. This can be misleading, however, due to differences in the degree of state support at each campus and the difference in fees charged at those campuses. Tables VII.13 and VII.14 show such fee differences at selected state postsecondary institutions for both in-state and out-of-state students and shows these fees in perspective with comparable institutions in other states.

The support of sponsored research has remained relatively constant in recent years. This research is supported largely by federal funds or other sponsored fund sources. The distribution of sponsored research effort among public postsecondary institutions is presented on Table VII.15 for four fiscal years.

State Support to Institutions and Individuals

Currently, the state primarily supports the institutions. Lesser amounts of money are allocated directly to students. Table VII.16 shows the breakdown of types of appropriations to postsecondary educational institutions and agencies. This table also differentiates between construction and operating appropriations and indicates the volume of bonding authorization for the two biennial periods reported. The trend, for the last four biennia, of the state's direct support distribution between institutions and students is shown on Table VII.17. It indicates a minor increase in direct state support of students. This support is still only four percent of the total support for both categories, or approximately 16.4 million dollars in 1972-73. In addition, Table VII.18 shows the total financial aids picture including this direct student aid from the state as well as that which is distributed by public postsecondary institutions to students.

TABLE VII.12. PERCENTAGE OF EDUCATIONAL AND GENERAL EXPENSES ASSUMED BY STUDENTS AT STATE INSTITUTIONS OF HIGHER EDUCATION IN INDIANA

	1959-60	1964-65	1969-70	Estimated 1972-73
Ball State University	14%	18%	27%	25%
Indiana State University Terre Haute	10%	16%	20%	16%
Indiana State University Evansville	—	—	35%	32%
Indiana University Bloomington	10%	16%	29%	25%
Purdue University Lafayette	12%	15%	23%	20%
Vincennes University	50%	46%	57%	62%
Indiana University-Purdue University at Indianapolis	—	—	19%	21%
Indiana Vocational Technical College	—	—	15%	20%
Indiana University Kokomo	60%	67%	39%	38%
Indiana University Northwest	76%	61%	42%	38%
Indiana University South Bend	82%	67%	51%	42%
Indiana University Southeast	84%	65%	49%	40%
Indiana University East	—	—	—	40%
Indiana University Fort Wayne	90%	51%	33%	28%
Purdue University Calumet	87%	88%	31%	27%
Purdue University Fort Wayne	87%	90%	36%	22%
Purdue University North Central	100%	100%	25%	22%

Source of Data Technical Committee III Report

TABLE VII.13. COMPARISON OF IN-STATE AND OUT-OF-STATE UNDERGRADUATE FEES FOR SELECTED UNIVERSITIES TYPE I AND TYPE II: FALL 1972

State	Institution	Rank	In-State	Rank	Out-of-State
	University Type I:				
Ohio	Ohio State University	1	$720	3	$1,770
Indiana	Purdue University	2	700	5	1,600
Michigan	University of Michigan	3	660*	1	2,140*
Illinois	University of Illinois	4	658	4	1,648
Indiana	Indiana University	5	650	7	1,490
Minn.	University of Minnesota	6	630	6	1,536
Michigan	Michigan State University	6	630	8	1,485
Iowa	University of Iowa	7	620	9	1,250
Wisc.	University of Wisconsin	8	560	2	1,910
	University Type II:				
Ohio	Bowling Green State University	1	$780	1	$1,923
Ohio	University of Akron	2	705	2	1,605
Ohio	Cleveland State University	3	690	5	1,380
Michigan	Central Michigan University	4	621	6	1,341
Indiana	Indiana State University	5	620	9	1,240
Indiana	Ball State University	6	610	7	1,260
Illinois	Illinois State University	7	595	8	1,246
Illinois	Southern Illinois University	8	589	3	1,447
Illinois	Northern Illinois University	9	568	10	1,229
Illinois	Western Illinois University	10	559	4	1,405
Michigan	Western Michigan University	11	558	11	1,178

*Increase in fees probable

Source of Data: Telephone Survey, May, 1972

TABLE VII.14. COMPARISON OF IN-STATE AND OUT-OF-STATE UNDERGRADUATE FEES FOR SELECTED COMMUNITY COLLEGES AND TECHNICAL INSTITUTES: FALL 1972

State	Institution	Rank	In-State	Rank	Out-of-State
	Community Colleges:				
Indiana	Vincennes University	1	$810	3	$1,340
Ohio	Lorain County Community College	2	415	8	805
Michigan	Monroe Community College	3	373	7	973
Kentucky	Paducah Community College	4	351	6	980
Michigan	Schoolcraft Junior College	5	350	5	1,010
Kentucky	Somerset Community College	6	345	6	980
Ohio	Cuyahoga Community College	7	330	4	1,170
Illinois	Danville Junior College	8	243	2	1,367
Illinois	Illinois Central Junior College	9	214	1	1,440
	Technical Institutes:				
Utah	Utah Tech. College	1	$300	1	$ 900
Indiana	Indiana Vocational Tech. College	2	300	3	600
Maine	South Maine Tech. College	3	274	4	422
Wisc.	Milwaukee Tech. Institute	4	270	2	792
S. Dakota	Chesterfield-Marlboro Tech. Inst.	5	180	11	180
N. C.	Randolph Tech. Inst.	6	96	7	240
N. C.	Nashville Tech. inst.	7	96	8	240
N. C.	Martin Tech. Inst.	8	96	6	300
N. C.	Central Carolina Tech. Inst.	9	96	5	412
N. C.	Cape Fear Tech. Inst.	10	96	9	240
N. C.	Edgecomb County Tech. Inst.	11	96	13	96
Wash.	Washington Tech. Inst.	12	75	10	225
Wisc.	Kenosha Tech. Inst.	13	5	12	180*

*Out of 3 county districts

Source of Data: Telephone Survey, May 1972

TABLE VII.15. PERCENT OF THE TOTAL SPONSORED RESEARCH INCOME* TO INDIANA POSTSECONDARY SCHOOL INSTITUTIONS FOR SELECTED YEARS

	1960-61		1964-65		1969-70		1972-73	
	$'s	% Tot	$'s	% Tot	$'s	% Tot	$'s	% Tot
PU - Laf.	5.1	44.4	9.7	43.7	14.7	29.4	26.3	34.4
IU - Blm.	6.4	55.6	12.7	56.3	20.4	40.8	28.4	37.2
BSU	—	—	—	—	0.1	0.2	0.2	0.3
ISU - TH.	—	—	—	—	0.1	0.2	0.2	0.3
IUPUI	—	—	—	—	13.9	27.8	18.3	24.0
PU - RC's	—	—	—	—	0.1	0.2	0.2	0.3
IU - RC's	—	—	—	—	0.7	1.4	2.7	3.5
IVTC	—	—	—	—	—	—	—	—
Vincennes	—	—	—	—	—	—	—	—
TOTAL	$11.5	100.0%	$22.2	100.0%	$50.0	100.0%	$76.3	100.0%

Source of Data: Technical Committee III Report
*Millions of Dollars

TABLE VII.16. INDIANA POSTSECONDARY STATE APPROPRIATIONS AND BONDING AUTHORIZATION FOR THE BIENNIA: 1969-71 AND 1971-73*

	Operating				Construction					
	1969-71 Biennium		1971-73 Biennium		1969-71 Biennium			1971-73 Biennium		
	1969-70	1970-71	1971-72	1972-73	General Fund	Post War	Bonding	Post War	Fee Replacement	Bonding
Main and Regional:										
Indiana State University										
Terre Haute	$ 15,037	$ 17,019	$ 19,469	$ 20,353	$ 250	$ 591	$ 5,030	$ 500	$ 145	$ 7,818
Evansville	1,021	1,329	1,675	1,934	280	400	1,231	500		2,000
Ball State University	16,284	18,816	21,283	22,690	250	506	5,030	500	260	8,440
Indiana University										
Bloomington	39,524	42,751	47,405	49,756			2,318	500		3,035
Indianapolis (IUPUI)	13,803	16,122	20,760	22,322	3,303	3,615	2,646	2,400	965	8,500
Regional	7,562	9,557	10,834	11,938	402	1,468	8,623	2,900		10,100
Purdue University										
Lafayette	41,215	45,902	50,216	52,702			2,747	500	920	6,080
Regional	8,441	9,751	8,754	8,354	515	920	7,375	2,900		6,200
Total	$142,887	$162,247	$179,996	$190,449	$ 5,000	$ 7,500	$35,000	$10,700	$ 2,290	$52,173
Biennial Total	$305,134		$370,445		$12,500		$35,000	$12,990		$52,173
Other Appropriations:										
Indiana University										
Medical Education	$ 1,500	$ 1,500	$ 2,158	$ 2,088						
Other	545	545	225	233						
Statewide Medical Education										
Purdue University										
County Ag Agents	956	1,004	1,054	1,107						
Other	478	448	498	498						
Education Services Foundation			110	110						
Telecommunications (IHETS)	1,113	1,113	1,250	1,250						
Vincennes University	500	530	929	1,048		600		425		
Indiana Voc. Tech. College	3,000	3,000	4,056	4,736				900		
State Scholarship - Grants	3,080	3,140	7,357	8,831						
Commission for Higher Ed.			100	150						
Guaranteed Loan Program	180	380								
Total	$154,239	$173,907	201,233	210,500						
Biennial Total	$328,146		$411,733		$13,100		$35,000	$14,315		$52,173

*Thousands of Dollars

Source of Data: The Acts of the Indiana General Assembly

TABLE VII.17. HIGHER EDUCATION STATE APPROPRIATIONS* DIRECTED TO STUDENTS AND INSTITUTIONS FOR THE FOUR BIENNIA: 1965-67 THROUGH 1971-73

	1965-67		1967-69		1968-71		1971-73	
	$'s	% Tot	$'s	% Tot	$'s	% Tot	$'s	% Tot
Students	$ 0.5	0.2%	$ 4.2	1.5%	$ 7.0	2.1%	$ 16.4	4.0%
Institutions	194.1	99.8%	282.9	98.5%	334.6	97.9%	392.3	96.0%
TOTAL	$194.6	100.0%	$287.1	100.0%	$341.6	100.0%	$408.7	100.0%

*Millions of Dollars
Source of Data: The Acts of the Indiana General Assembly

Indiana independent institutions currently receive no direct state support. However, Tables VII.19 and VII.20 show the direct student aid through scholarships and grants distributed by the state to students attending independent colleges and universities.

Direct State Aid to Students

Direct appropriations are made to the State Scholarship Commission which is responsible for the distribution of direct state aid to students. The Commission is composed of 12 members and represents the public institutions, independent institutions, and the business community. The majority of money is distributed through a scholarship formula based on measures of academic achievement and financial need but limited by the dollars appropriated. This program has been in existence since 1965. The 1970-71 distribution of funds under this program is detailed in Table VII.19.

The 1971 Indiana General Assembly created an Educational Grant Program to parallel the State Scholarship Program. It also, is administered by the Scholarship Commission. The purpose of the Grant Program is to provide funds to defray educational costs for the most needy Indiana students who are admissible to Indiana institutions of higher learning. In implementing this program, the State Scholarship Commission requested all eligible colleges and universities to submit nominations for their most needy incoming freshmen in the fall of 1971. A quota for each institution was established on the basis of two percent of their 1970 enrollment.

Of the 1,100 institutional nominees, a total of 830 students were eligible. Nominees were eliminated because of failure to meet eligibility requirements or nomination by more than one institution. Funds available would permit only a limited number of grants, however.

All eligible nominees were ranked in descending order of financial need. Approximately 625 students received educational grants with the average grant being $792. Each recipient received the maximum amount of grant funds at his particular institution which is based on tuition and fees up to $1,400.

TABLE VII.18. SOURCES AND EXPENDITURES OF STUDENT FINANCIAL AID* TO PUBLIC COLLEGES AND UNIVERSITIES FOR THE FIVE YEAR PERIOD: 1966-67 THROUGH 1970-71

	1966-67		1967-68		1968-69		1969-70		1970-71	
	$'s	% Total	$'s	% Total	$'s	% Total	$'s	% Total	$'s	% Total
Source:										
State	$ 0.4	2.1	$ 0.6	2.1	$ 1.4	3.4	$ 1.4	2.4	$ 2.2	2.7
Federal	1.9	11.7	4.3	16.5	9.9	23.8	15.1	26.1	16.3	20.0
Institutional	13.5	81.7	20.2	76.8	27.4	65.9	33.4	57.8	47.7	58.4
Other	0.7	4.5	1.2	4.6	2.9	6.9	7.9	13.7	15.4	18.9
TOTAL	$16.5	100.0	$26.3	100.0	$41.6	100.0	$57.8	100.0	$81.6	100.0
Percent of Increase			59.4%		58.2%		38.9%		41.2%	
Expenditures:										
Scholarships	$ 2.3	14.0	$ 3.4	12.9	$ 6.1	14.6	$ 8.8	15.2	$10.4	12.7
Grants	2.4	14.6	3.8	14.6	5.9	14.3	8.6	14.9	17.5	21.5
Loans	1.4	8.5	3.7	13.9	7.7	18.5	12.5	21.6	20.8	25.5
Employment	10.4	62.9	15.4	58.6	21.9	52.6	27.9	48.3	32.9	40.3
TOTAL	$16.5	100.0	$26.3	100.0	$41.6	100.0	$57.8	100.0	$81.6	100.0

*Millions of Dollars

Source of Data: Scholarship Commission, Annual Report, 1970-71

TABLE VII.19. DISTRIBUTION OF SCHOLARSHIP RECIPIENTS AND FUNDS* AMONG INDEPENDENT AND PUBLIC INSTITUTIONS, 1969-70 AND 1970-71

	1969-70		1970-71	
	Number	% of Total	Number	% of Total
Public:				
Students	4,496	62.3%	6,423	66.9%
Dollars	$1.6	$ 46.0	$3.5	$ 49.8
Private:				
Students	2,710	37.7%	3,174	33.1%
Dollars	$1.9	$ 54.0	$3.7	$ 50.2
Total				
Students	7,366	100.0%	9,597	100.0%
Dollars	$3.5		$7.2	

*Millions of Dollars
Source of Data: State Scholarship Commission, Annual Report, 1970-71

TABLE VII.20. DISTRIBUTION OF EDUCATIONAL GRANTS AMONG INDEPENDENT AND PUBLIC INSTITUTIONS FOR 1971-72

	Public		Independent	
	Number	% of Total	Number	% of Total
Students:				
White	249	51.2	109	78.5
Black	226	46.5	29	20.9
Other	11	2.3	1	0.7
TOTAL	486	100.0	139	100.0
Dollars (In Thousands)	308.8	62.3	186.4	37.7
Average Award (In Dollars)	635		1,341	

Source of Data. State Scholarship Commission, Annual Report, 1971-72

Special Public Service Appropriations

Another significant area of financial allocation is specific public service functions assigned to certain universities. The support determination in these areas is largely a policy decision based on historical support and current continued need for the program area. Following are these appropriations for the 1971-73 biennium:

Clinical Test Training	$ 90,730
Optometry Board-Education Fund	20,000
Mental Retardation Center	368,000
Legislative Conf. for H. S. Students	15,000
Animal Disease Diag. Lab.	410,000
Animal Disease Diag. Lab. - S. Ind.	189,000
Bangs Disease Testing Service	62,000
County Agricultural Agents	2,161,000
Agricultural Marketing Research	103,000
Eradication of Johnson Grass	31,000
Utilization of Agricultural Products	2
Crop Improvement Association	2
Dairymen's Association	2
Horticulture Association	2
Livestock Breeders Association	2
Poultry Association	2
Vegetable Growers Association	2
Canning Crops Research	2
Muck Crops Association	2
Ind. Educ. Services Foundation	220,000

National Finance Picture

The position of Indiana nationally in terms of supporting postsecondary education is presented in Table VII.21. Indiana falls 30th among the states in per capita state appropriation to postsecondary education, 25th in per student state appropriation, and 34th in per capita income appropriation, with a contribution to postsecondary education of $8.13 per $1,000 per capita personal income. At the same time, Indiana is 14th in the nation with 30.6 percent of its postsecondary student population enrolled in independent institutions. Detailed comparisons are provided for each state in Appendix E, Tables 7 through 10.

TABLE VII.21. COMPARISON OF INDIANA'S POSTSECONDARY EDUCATION WITHIN THE FIFTY STATES

Per Capita State Appropriation 1969-70		Per Capita State Appropriation 1969-70		Per Capita Income Contribution 1969		% of Students in Independent Institutions 1970	
1st Wash.	$56.93	1st Alaska	$1,611	1st Wash.	$14.79	1st Mass.	63.6%
						14th IND.	30.6%
						25th Ga.	21.3%
25th Del.	$31.18	25th IND.	$ 866	25th S. Dak.	$ 9.10		
30th IND.	$30.00			34th IND.	$ 8.13		
50th N. Hamp.	$14.78	50th Mass.	$ 308	47th Mass.	$ 3.64	50th Wyo.	0.0%

Source of Data: M.M. Chambers, *Appropriations of State Tax Funds for Operating Expenses of Higher Education*, 1969-70: U.S. Department of Commerce; Census Bureau and Office of Business Economics, *Survey of Current Business*, August 1970: George H. Wade, *Fall Enrollment in Higher Education*, 1969: DHEW, USOE, U.S. Gov. Printing Office, 1970: and "Financial Support of Higher Education in the State of Washington", Washington Council for Higher Education.

CHAPTER VIII

INDEPENDENT AND PROPRIETARY INSTITUTIONS

INDEPENDENT INSTITUTIONS OF POSTSECONDARY EDUCATION IN INDIANA

In 1960 there were 39,114 students enrolled in Indiana's independent institutions of higher education.[*] In 1971 the figure was 44,636, an increase of over 15,500. A pattern of moderate yearly increases occurred through 1970, the year at which attendance at the independent institutions was at its highest level - 55,666. In 1971 total enrollment declined by a little over 1,000.

This same general pattern of enrollment growth until 1971 held for both undergraduate and graduate students. There is no predictable pattern with respect to the "other" student category other than an overall decrease from 1960 to 1971. This information is presented in table VIII.1.

TABLE VIII.1 TOTAL ENROLLMENT FALL SEMESTER AT ALL INDIANA INDEPENDENT INSTITUTIONS OF HIGHER EDUCATION FOR SELECTED YEARS

Year	Undergraduate	Graduate	Other	Total
1960	32,137	2,345	4,632	38,114
1965	40,557	4,593	4,829	49,979
1970	44,542	6,539	4,485	55,666
1971	44,460	6,619	3,557	54,636

Indiana Students Attending Indiana Independent Institutions of Higher Education

In the fall of 1968, Indiana's independent institutions reported enrollments of 53,888. Of this number 26,431, or just under 50 percent, were Indiana residents. Illinois (with 5,628), Ohio (with 4,569), Michigan (with 1,874), and Kentucky (with 741), the states adjacent to Indiana, contributed 12,812 or just under half of the enrollments at the independent institutions.[*] New York, Pennsylvania and New Jersey, with 2,498, 2, 010, and 1,404 students, respectively, were the three largest contributors of the non-adjacent states.

The members of the Independent Colleges and Universities of Indiana (ICUI) were asked to project the numbers of Indiana residents they estimated they would enroll in academic 1974-75. Twenty-nine institutions responded and stated that of their projected enrollment of 61,191, well over 29,000 would be Indiana residents. If these self-estimates are correct, it would appear the future in-state, out-of-state pattern will be remarkably close to the 1968 situation.

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[*] The historical enrollment data were taken from N.M. Parkhurst and T.R. Gunderson, *Report of Enrollment in Indiana Colleges and Universities*. (See Appendix F of this report.)

[*] The data in this section were taken from Wade, *Residence and Migration of College Students*, Catalog No. HE 5.254.5403368, GPO May, 1970.

Another perspective to this aspect of enrollments has to do with the location of institutions at which Indiana students enroll. It is presented in Table VIII.2. Two-thirds of Indiana's students are apparently enrolling in the state's public institutions and not quite one-fifth are choosing its independent schools. Equally significant is the fact that 85 percent of those attending postsecondary educational institutions are already attending Indiana institutions.

TABLE VIII.2 LOCATION OF INSTITUTIONS OF HIGHER EDUCATION IN WHICH INDIANA RESIDENT STUDENTS, ALL LEVELS, ENROLLED, FALL, 1968

Location	Number of Indiana Residents Enrolled	Percent
Indiana	124,177	85.3%
Public Institutions	97,746	67.1
Independent Institutions	26,431	18.2
Illinois	3,309	2.3
Michigan	2,648	1.8
Ohio	2,529	1.7
Kentucky	2,095	1.4
All Other Locations	10,837	7.5
TOTAL	145,595	100.0%

Indiana ranks fifteenth or in the top one-third of all the states with respect to this "percentage remaining" category.*

The State Financing of Independent Postsecondary Education

In Indiana there are presently two identifiable linkages between the state fiscal processes and independent postsecondary education. There is a two-part State Scholarship program (an educational grant program based on need and a scholarship program based on academic qualifications with some consideration to need), which is available to students who choose to attend Indiana independent institutions.

In academic year 1971-72 the Indiana State Scholarship Commission allocated $3.7 million in scholarship funds to 3,174 Indiana residents attending independent institutions in this state. Further, the Scholarship Commission, in the same period, allocated 139 educational grants with a value of $186,000 to Indiana residents enrolled at these institutions. In that year, 50.2 percent of the scholarship money and 37.7 percent of the grant money awarded went to students attending the independent institutions. In effect, then, the State of Indiana indirectly appropriated over $3.8 million dollars to its independent institutions of postsecondary education for academic year 1971-1972.

There is a second linkage which is in the nature of indirect support. Indiana allows tax credits against state income taxes equal to the amount of contributions to institutions of higher education in the state. Individual taxpayers may deduct a tax cerdit of $50 or 20 percent of adjusted gross income, whichever is less. Corporations may deduct a credit of $500 or five percent of adjusted gross income, whichever is less.

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*For a summarization of faculty resources at ICUI institutions see Appendix F. An analysis of programs available at the independent institutions is found in Chapter V of this document.

The Independent Colleges and Universities of Indiana (ICUI), representing some 31 of the state's independent institutions of postsecondary education, has advocated an additional linkage between the state and their members. Their proposal urges the adoption of a state tuition-equalization policy with respect to independent institutions in Indiana. The major provisions of the ICUI proposal are summarized below.

1) The Commission would determine each year the average cost to Indiana taxpayers of the education in the state contolled institutions of full-time students at (a) the freshman-sophomore level, (b) the junior-senior level, (c) the master's and doctoral levels, and (d) in the professional schools of medicine, law and engineering.

2) Any Indiana resident who demonstrates that his family income and financial resources justify assistance in order to cover the costs of undergraduate tuition at the independent Indiana institution of his choice shall be eligible to receive a state tuition equalization grant. The amount of any such grant shall be determined by first calculating the actual extent of need as revealed in the kind of confidential financial data that has long been analyzed by the National College Scholarship Service. Within that potential maximum no grant for any given year shall be for a sum greater than the amount established by the Commission to have been the average subsidy to students of comparable standing at the state controlled institutions during the preceding year less two hundred dollars.

3) Institutions that admit students whose financial needs indicate their eligibility to receive the maximum allowable grant may be paid a state grant of $200 per year for each such student in recognition of the extra financial burdens inevitably assumed by the institutions in further subsidizing the education of these students.

Comparative Developments of Other States

The experiences of other states are relevant as examples of legislative behavior and thinking across the nation. Comparative data suggests that "aid to student" formulas fall under the following categories:

1. Those which grant students an amount which is an arbitrary percentage of the average amount per student the state appropriates for a student attending a public institution. Alabama, Iowa, South Carolina, and Kansas have adopted formulas incorporating this principle.
2. Those which grant students a specific figure (with a need calculation), irrespective of the amount per capita appropriated to public institutions but with a maximum amount specified. Connecticut, Georgia, Illinois, Michigan, New Jersey (no maximum figure specified), Ohio, Washington and Wisconsin have adopted formulas incorporating this principle.
3. Those which incorporate the machinery of a State Scholarship Commission in which students attending independent institutions are eligible. California, Indiana, Connecticut, Iowa, Maryland, Massachusetts, Michigan (grants Guaranteed Student loans), Minnesota, New Jersey, New York, Ohio (grants loans), Oregon, Pennsylvania, Washington and Wisconsin employ this mechanism. Scholarships are awarded in some cases on a need bases, in some cases on a merit basis and in some cases on the basis of both criteria.

4. Those which grant funds to special categories of students particularly to encourage students to enroll in certain occupational programs. These are in addition to the three approaches listed immediately above. Massachusetts (medical, dental, nursing), New York (teacher training, medical, dental), and South Carolina (teacher training) have adopted plans incorporating this variable in the formula.

Whether a state adopts any or several of the above formulas or strategies (many states which employ a scholarship commission also employ at least one other aid-to-independent-students program), there is no clear pattern with respect to actural dollar amounts appropriated by the respective state legislatures.

Another option available to the Commission is the employment of the "aid-to-institutions" strategy. Several states employ this approach (all in conjunction with some variation of the aid-to-the-student strategy). Several patterns emerge which are listed below:

1. Direct appropriations to independent institutions with no formula employed. Alabama is the only state employing this approach.
2. Direct appropriations to independent institutions on the basis of the number of certain types of students enrolled. Illinois ($100 for each State Scholarship Commission award recipient and $200 for each Illinois resident enrolled as a junior or senior), Maryland ($200 for each earned Associate Degree and $500 for each Bachelor's degree), Minnesota (rewards additional enrollment of Minnesota students and enrollment of low-income students), New York ($400 for each graduate and master's degree awarded and $200 for each doctorate awarded), and Oregon ($100 for every student completing four years of undergraduate education), are states which employ the aid-to-institutions strategy.

For a more detailed analysis of the developments in other states, see Appendix F of this volume.

PROPRIETARY INSTITUTIONS IN INDIANA

Proprietary institutions are providing over 35,000 Indiana citizens postsecondary educational opportunities. It is estimated that as many as 300 proprietary institutions are offering programs within the state; 75 of them have established operating facilities. Proprietary (private) institutions are established as a business and are regulated by normal tax laws. The state legislature established the Indiana Private School Accrediting Commission in 1971 to act as the agency to license and regulate proprietary institutions. On July 1, 1972, each institution was required to receive "accreditation" from this commission to continue operation. This procedure will serve to enhance the position of proprietary schools by protecting both the institutions and the public from the unethical practices of "diploma mills".

Admission to a proprietary institution is based primarily upon ability to pay rather than upon high school rank or academic potential criteria. Exceptions to this open door admission policy are those institutions which specialize in courses to help individuals prepare for professional level certification by examination; for example, a bar-examination review course. Program starting time also provides flexibility for admission so that students are not required to attend within the traditional academic calendar. Schools are distributed within the state but tend to be located near large population and industrial centers. Table VIII.3 provides a summary of the statewide distribution of the 75 institutions with operating facilities in Indiana.

TABLE VIII.3 DISTRIBUTION BY PLANNING AND DEVELOPMENT REGION OF 75 PROPRIETARY INSTITUTIONS WITHIN INDIANA

REGION	NO. SCHOOLS	REGION	NO. SCHOOLS
1	17	8	28
2	8	9	0
3	9	10	0
4	2	11	1
5	1	12	0
6	2	13	4
7	0	14	3

The Indiana Private School Accrediting Commission is conducting an extensive study of these 75 schools. This study is still in process, but the summary data are available for 25 of the 75 schools. All data reported in the following sections are based on the incomplete sample of 25 early reporting institutions.

Student Characteristics

Several types of information describing the student population of the proprietary institutions are available. Table VIII.4 provides a breakdown of the age of students.

TABLE VIII.4 AGE DISTRIBUTION OF STUDENTS IN 25 PROPRIETARY INSTITUTIONS IN INDIANA

AGE	PERCENT
18-21	41%
22-25	30%
Over 25	29%

The data in Table VIII.4 clearly indicate that the proprietary institutions are serving a group of students different from the traditional college student. Three out of every five students are 22 years old or older and three out of every ten are over 25.

High school rank data in Table VIII.5 reveal that proprietary school students are not necessarily those who could not attend a traditional four-year college or university.

Financial aid programs available to students at proprietary institutions parallel those available in public and independent institutions with the exception of State Scholarship Commission funds. Table VIII.6 provides a description of the types of financial aid available to students in proprietary schools and the percent of the Indiana schools where each is available.

TABLE VIII.5 HIGH SCHOOL RANK DATA FOR 25 PROPRIETARY INSTITUTIONS IN INDIANA

CLASS RANK	PERCENT
Upper Third	20
Middle Third	57
Lower Third	21
Not H.S. Graduate	2

TABLE VIII.6 FINANCIAL AID AVAILABLE AND PERCENT OF SCHOOLS PROVIDING AID FOR 25 PROPRIETARY INSTITUTIONS IN INDIANA

TYPE OF AID	PERCENT OF SCHOOLS WHERE PROGRAM IS AVAILABLE
Education Opportunity Grant	13
Federal Work Study	17
National Defense Loan	4
Federally Insured Student Loans	39
Deferred Tuition	43
Loans Funded by the School	26
Employment by School	39
Other Aid Sources (such as Veteran Benefits)	21

ENROLLMENTS, COSTS, AND PERCENTS GRADUATING

Student enrollments for 1971, differentiated by program length, were collected from the schools reporting. Months of attendance rather than semesters, terms, or years are used to describe program length. These are broken down as 0-8 months, 9-12 months, 13-17 months, and 18-24 months. Costs for attendance and percents graduating within each category are also provided in Table VIII.7.

TABLE VIII.7 1971 ENROLLMENTS, PROGRAM COSTS, AND PERCENT GRADUATING FROM 25 PROPRIETARY INSTITUTIONS IN INDIANA

PROGRAM LENGTH MONTHS	1971 ENROLLMENTS	MEAN COST	PERCENT GRADUATING
0-8	9476	$ 624	67
9-12	2159	1310	73
13-17	1530	1451	75
18-24	1770	1911	63

Program capacity for the 25 reporting schools is estimated to be 13,200. This number should be interpreted as capacity at a single point in time. Thus, if programs average less than one year, total enrollment for a given year, enrollment may be larger. The enrollment data collected were for the year. Enrollment interpreted as a percent of "capacity" was 61 percent in 1971.

Data describing types of programs are not now available, but should be published when the Indiana Private School Accrediting Commission completes its survey and action on "accreditation" applications.

APPENDIX A

SENATE ENROLLED ACT No. 2.

AN ACT to amend IC 1971, 20-12 by adding a new chapter concerning higher education.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. IC 1971, 20-12, is amended by adding a new chapter to be numbered Chapter 0.5 and to read as follows: Chapter 0.5. State Higher Education Commission for Higher Education. Sec. 1.

Definitions. As used in this chapter, unless otherwise provided:

(a) The term "commission"means the Commission for Higher Education.

(b) The term "state educational institution" means any university, college or other educational institution, presently existing or hereafter established in Indiana, for the purpose of providing programs of collegiate or university education or other post-high school education and which is supported in whole or in part by appropriations made by the General Assembly.

Sec. 2. Commission. There is hereby created an instrumentality and an agency of the State of Indiana, to be known as the "Commission for Higher Education of the State of Indiana."

Sec. 3. Purposes. The general purposes of the commission shall be to plan and coordinate Indiana's state supported system of post-high school education, to review appropriation request for post-high school education and make recommendations to the Governor, State Budget Agency, or the General Assembly and to perform other functions assigned by the Governor or the General Assembly.

Sec. 4. Status. The commission shall be deemed to be a public institution for the purposes of IC 1971, 15-11-1 and subject to the jurisdiction of the State Board of Accounts as provided in that act. The provisions of the Financial Reorganization Acts of 1947, being IC 1971, 4-13-2 and the provisions of the Administration Acts of 1961, being IC 1971, 4-13-1 shall not apply to the commission except to the same extent that these provisions apply to state colleges and universities.

Sec. 5. Membership. The commission shall consist of twelve (12) members, citizens of Indiana, appointed by the Governor. Each congressional district shall be represented by at least one (1) member who resides therein. No member while serving his term shall be an employee of or serve on the governing board of any state or private college, university, school corporation or other educational institution in the State of Indiana, or be in any other capacity an employee or official of the State of Indiana or political subdivision thereof.

Sec. 6. Appointments. Of the initial appointments, three (3) shall be for one (1) year terms, three (3) for two (2) year terms, three (3) for three (3) year terms and three (3) for four (4) year terms. All subsequent appointments promptly make appointments to fill vacancies for the duration of unexpired terms in the same manner of the original appointments. Members shall serve until a successor has been appointed.

Sec. 7. Organization. The commission shall elect from its membership a chairman and vice-chairman, and other necessary officers. Members shall receive per diem and mileage for attendance at regular or special meetings and shall be reimbursed for necessary expenses incurred on other official duties.

Sec. 8. Powers. The commission shall have the following powers and duties:

(a) Plan. To develop, continually keep current, and implement a long range plan for post-high school education. In developing this plan the commission shall take into account the plans and interests of the state private institutions, anticipated enrollments in state post-high school institutions, financial needs of students and other factors pertinent to the quality of educational opportunity available to the citizens of Indiana. The plan shall define the educational missions and the projected enrollments of the various state educational institutions.

(b) Report. To make recommendations to the General

Assembly and the Governor concerning the long range plan, and prepare to submit drafts and proposed legislation needed to implement the plan.

(c) Review. To review the legislative request budgets of all state educational institutions preceding each session of the General Assembly and to make recommendations concerning appropriations and bonding authorizations to state educational institutions including public funds for financial aid to students. In making this review the commission may request and shall receive, in such form as may reasonably be required, from all state educational institutions complete information concerning all receipts and all expenditures.

(d) Study. To make or cause to be made studies of the needs for various types of post-high school education and to made recommendations to the General Assembly and the Governor concerning the organization of these programs.

(e) Programs. To approve or disapprove the establishment of any new branches, regional or other campuses or extension centers, or of any new college or school, or the offering of any additional graduate degree. The commission may review new associate and baccalaureate degree programs in any academic area by any state educational institution with the power to approve or disapprove. After the effective date of this chapter, no state educational institution shall establish any new branch, regional campus or extension center or any new graduate degree without the approval of the commission or specific authorization by the General Assembly. Any state educational institution may enter into contractual agreements with governmental units or with business and industry for specific programs to be wholly supported by the governmental unit or business and industry without the approval of the commission.

(f) Federal funds. If so designated by the Governor or the general Assembly to serve as the agency for the purposes of receiving or administering funds available for post-high school education programs, projects and facilities for any of the acts of the United States Congress where the acts of Congress require the state to designate such an agency or commission: Provided, however, that nothing within this subsection shall be interpreted to provide for the designation of the commission by the Governor as the recipient of funds which may be provided by acts of the United States Congress, received by an agency, board or commission previously designated by the General Assembly.

(g) Staff. To designate and employ an executive officer and necessary employees, designate their titles, and to fix the compensation in terms of their employment.

(h) Committees. To appoint appropriate advisory committees composed of representatives of state educational institutions, representatives of private colleges and universities, students, faculty, and other qualified persons.

(i) Rules. And, all powers properly incident to or connected with any of the foregoing purposes, powers or duties including the power to adopt rules, regulations and by-laws.

Sec. 9. Restrictions: employment. No state educational institution may employ a person who is a commission member or employee in a capacity in which that person's knowledge, experience, skills or abilities might affect the commission's decisions.

Sec. 10. Restricitions: appropriations. The commission shall not have the authority to obligate any tax funds or other funds of the state except such as shall have been appropriated to the commission by the General Assembly.

Sec. 11. Restricitions: management. The commission shall have no powers or authority relating to the management, operation or financing of Ball State University, Indiana University, Indiana State University, Purdue University, Vincennes University, the Indiana Vocational Technical College, or any other educational institution except as expressly set forth in this chapter. All of the particulars, management, operations and financing of all state educational institutions shall remain exclusively vested in the trustees or other governing boards or bodies of these institutions.

SECTION 2. Appropriation. There is hereby appropriated from the general funds of the State of Indiana not otherwise appropriated to the Commission for Higher Edcation the sum of one hundred thousand dollars ($100,000) for the fiscal year 1971-1972, and one hundred fifty thousand dollars ($150,000) for the fiscal year 1972-1972, for the purpose of carrying out the provisions of this act.

SECTION 3. Emergency. Whereas an emergency exists for the immediate taking effect of this act, the same shall be in full force and effect from and after its passage.

APPENDIX B

TABLE 1. POPULATION DENSITY BY INDIANA PLANNING AND DEVELOPMENT REGION, 1970

Region	Square Miles	1970 Population	Per cent of land Area in State	1970 Population Density per Square Mile
1	3,263	802,558	9.0	246
2	1,917	454,687	5.3	237
3	3,558	492,780	9.9	138
4	3,459	250,808	9.6	73
5	2,112	232,087	5.9	110
6	2,680	472,606	7.4	176
7	2,434	216,675	6.7	89
8	3,072	1,109,882	8.5	361
9	1,591	149,202	4.4	94
10	1,784	161,944	4.9	91
11	1,988	141,458	5.5	71
12	1,422	88.169	3.9	62
13	4,381	407,469	12.1	93
14	2,438	213,344	6.8	88
State Total	36,099	5,193,669	100.0%	144 average

Source: U.S. Bureau of Census

TABLE 2. INDIANA POPULATION BY PLANNING AND DEVELOPMENT REGION, ACTUAL AND PROJECTIONS, 1950-1990

	Actual						Projections							
	1950		1960		1970		1975		1980		1985		1990	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Region 1	540,848	13.7	729,751	15.6	802,558	15.5	844,000	15.2	866,000	14.8	928,000	14.9	970,000	14.8
Region 2	352,040	8.9	418,220	9.0	454,687	8.8	486,000	8.8	517,000	8.8	549,000	8.8	580,000	8.9
Region 3	359,439	9.1	423,824	9.1	492,780	9.5	532,000	9.6	571,000	9.7	611,000	9.8	650,000	9.9
Region 4	205,214	5.2	227,782	4.9	250,808	4.8	270,000	4.9	280,000	4.8	290,000	4.7	300,000	4.6
Region 5	182,670	4.6	213,858	4.6	232,087	4.5	244,000	4.4	256,000	4.4	268,000	4.3	280,000	4.3
Region 6	366,148	9.3	427,195	9.2	472,606	9.1	507,000	9.1	541,000	9.2	576,000	9.3	610,000	9.3
Region 7	211,092	5.4	211,800	4.5	216,675	4.2	225,000	4.1	223,000	4.0	242,000	3.9	250,000	3.8
Region 8	727,122	18.5	944,475	20.3	1,109,882	21.3	1,205,000	21.7	1,300,000	22.2	1,395,000	22.5	1,490,000	22.7
Region 9	134,202	3.4	142,358	3.0	149,202	2.9	155,000	2.8	160,000	2.7	165,000	2.7	170,000	2.6
Region 10	124,075	3.2	133,516	2.9	161,944	3.1	169,000	3.0	176,000	3.0	183,000	2.9	190,000	2.9
Region 11	104,022	2.7	123,064	2.6	141,458	2.7	149,000	2.7	156,000	2.7	163,000	2.6	170,000	2.6
Region 12	77,339	2.0	84,633	1.8	88,169	1.7	99,000	1.8	109,000	1.9	119,000	1.9	130,000	2.0
Region 13	385,663	9.8	390,905	8.4	407,469	7.8	423,000	7.6	439,000	7.5	455,000	7.3	470,000	7.2
Region 14	164,350	4.2	191,117	4.1	213,344	4.1	233,000	4.2	252,000	4.3	271,000	4.4	290,000	4.4
Total Indiana	3,934,224	100.0	4,662,498	100.0	5,193,669	100.0	5,541,000	100.0	5,846,000	100.0	6,215,000	100.0	6,550,000	100.0

Source: U.S. Bureau of the Census and "Indiana An Economic Perspective," Indiana Department of Commerce, Division of Planning.

TABLE 3. STATE OF INDIANA POPULATION CHANGE BY REGION, 1950-1970

Region	1950 Population	1960 Population	Percent Change	1970 Population	Percent Change
1	540,848	729,751	34.92	802,558	9.97
2	352,040	418,220	18.72	454,687	8.71
3	359,439	423,824	17.91	492,780	16.27
4	205,214	227,782	10.99	250,808	10.10
5	182,670	213,858	17.07	232,087	8.52
6	366,148	427,195	16.67	472,606	10.63
7	211,092	211,800	0.33	216,675	2.30
8	727,122	944,475	29.89	1,109,882	17.51
9	134,202	142,358	6.07	149,202	4.80
10	124,075	133,516	7.60	161,944	21.29
11	104,022	123,064	18.30	141,458	14.94
12	77,339	84,633	9.43	88,169	4.17
13	385,663	390,905	1.35	407,469	4.23
14	164,350	191,117	16.28	215,344	11.63
Total	3,934,224	4,662,498	18.5	5,193,669	11.4

Source: U.S. Bureau of the Census

TABLE 4. DISTRIBUTION OF INDIANA POPULATION BY AGE, ACTUAL AND PROJECTIONS, 1960-1980

Age	Actual				Projections			
	1960	Percentage Distribution	1970	Percentage Distribution	1975	Percentage Distribution	1980	Percentage Distribution
4 and under	542,950	11.6	455,676	8.8	469,800	8.7	518,100	9.1
5 - 9	499,393	10.7	529,024	10.2	457,100	8.5	471,000	8.3
10 - 14	439,225	9.4	545,903	10.5	532,200	9.9	458,300	8.1
15 - 19	345,357	7.4	502,240	9.7	529,200	9.8	535,300	9.5
20 - 24	283,416	6.1	414,724	8.0	502,900	9.3	512,600	9.0
25 - 34	593,881	12.7	639,471	12.3	764,500	14.2	931,600	16.4
35 - 44	609,993	13.1	582,399	11.2	564,100	10.5	628,000	11.1
45 - 54	508,694	10.9	578,857	11.1	583,800	10.8	553,400	9.8
55 - 64	394,070	8.5	451,566	8.7	470,100	8.7	509,300	9.0
65 and over	445,519	9.6	493,809	9.5	519,600	9.6	551,700	9.7
Total	4,662,498	100.0	5,193,669	100.0	5,393,300	100.0	5,669,300	100.0

Source: U.S. Bureau of the Census and Robert A. Calhoun, Director of Public Health Statistics, Indiana State Board of Health.

TABLE 5. LIVE BIRTHS, STATE OF INDIANA, 1950-1971

	Number of Births	Percent of Increase or Decrease
1950	93,256	
1951	101,099	8.41
1952	104,469	3.33
1953	105,723	1.20
1954	109,008	3.11
1955	108,430	-0.53
1956	113,450	4.69
1957	115,727	2.00
1958	112,486	-2.88
1959	112,670	0.16
1960	112,711	0.04
1961	112,208	-0.45
1962	108,700	-3.23
1963	106,956	-1.63
1964	105,962	-0.94
1965	98,075	-8.04
1966	95,658	-2.53
1967	93,619	-2.18
1968	91,511	-2.30
1969	93,795	2.49
1970 (estimated)	99,000	5.55
1971 (estimated)	97,000	-2.06

Source: Robert A. Calhoun, Director of Public Health Statistics, Indiana State Board of Health

TABLE 6. INDIANA POPULATION BY PLANNING AND DEVELOPMENT REGION AND AGE, 1960 AND 1970

		4 and Under	5-9	10-14	15-19	20-24	25-34	35-44	45-54	55-64	65 and Over	Total
Region 1	1960	93,790	84,237	70,716	52,475	43,152	97,969	102,312	79,041	54,510	51,549	729,751
	1970	72,942	86,963	91,768	78,971	58,780	97,076	94,441	94,031	67,418	60,168	802,558
Region 2	1960	46,812	46,383	39,868	31,983	24,703	53,057	55,683	46,311	35,632	37,788	418,220
	1970	39,479	44,399	46,321	45,598	36,197	53,862	51,281	52,271	41,005	44,274	454,687
Region 3	1960	50,965	47,034	40,504	30,355	24,593	52,938	54,208	44,950	36,503	41,774	423,824
	1970	45,989	51,705	52,901	46,932	38,829	60,988	53,806	53,157	41,362	47,111	492,780
Region 4	1960	25,067	22,435	20,455	19,763	18,184	27,693	27,366	23,018	19,112	24,689	227,782
	1970	21,153	23,007	23,599	26,891	26,464	31,365	25,492	26,021	20,965	25,851	250,808
Region 5	1960	24,595	21,987	20,284	15,924	13,336	27,462	27,559	22,131	17,493	23,087	213,858
	1970	20,650	24,033	24,450	20,724	17,367	29,614	26,550	25,872	19,620	23,207	232,087
Region 6	1960	48,049	44,115	40,608	32,976	27,780	55,971	55,319	47,009	35,124	40,244	427,195
	1970	42,042	46,991	47,468	46,722	40,452	59,030	52,820	51,989	41,196	43,896	472,606
Region 7	1960	20,310	19,464	18,461	16,904	12,922	22,886	26,461	24,441	21,655	28,296	211,800
	1970	15,845	18,468	19,691	22,755	19,613	23,361	21,808	24,391	21,733	29,010	216,675
Region 8	1960	115,868	101,704	85,391	63,258	56,419	127,210	128,228	104,294	79,189	82,914	944,475
	1970	99,748	117,876	120,229	101,637	85,676	143,611	129,246	124,468	92,171	95,220	1,109,882
Region 9	1960	15,523	15,180	13,869	10,899	7,856	17,107	17,754	16,021	12,557	15,592	142,358
	1970	13,228	15,371	15,444	13,750	10,255	17,356	16,543	16,809	14,079	16,367	149,202
Region 10	1960	13,312	12,443	11,562	12,559	11,369	17,168	15,502	13,725	11,811	14,065	133,516
	1970	12,870	13,781	13,507	18,968	21,690	21,723	16,402	15,094	12,564	15,345	161,944
Region 11	1960	14,716	13,360	12,095	9,340	7,590	15,744	15,008	12,911	9,891	12,409	123,064
	1970	13,444	15,383	15,473	12,457	9,891	19,101	15,970	14,667	11,824	13,248	141,458
Region 12	1960	9,131	8,689	8,175	6,583	4,688	9,649	10,273	9,447	7,853	10,145	84,633
	1970	7,640	8,885	9,298	8,142	5,978	10,042	9,606	9,791	8,439	10,348	88,169
Region 13	1960	42,837	41,384	37,528	27,877	20,332	45,287	49,794	44,888	36,799	44,179	390,905
	1970	32,157	39,952	42,697	38,984	28,030	46,041	44,306	46,488	40,416	48,398	407,469
Region 14	1960	21,975	20,978	19,709	14,461	10,492	23,740	24,526	20,507	15,941	18,788	191,117
	1970	18,489	22,210	23,057	19,709	15,502	26,301	24,128	23,808	18,774	21,366	213,344
Total	1960	542,950	499,393	439,225	345,357	283,416	593,881	609,993	508,694	394,070	445,519	4,662,498
	1970	455,676	529,024	545,903	502,240	414,274	639,471	582,399	578,857	451,566	493,809	5,193,669

Source: Robert A. Calhoun, Director of Public Health Statistics, Indiana Board of Health.

TABLE 7. INDIANA POPULATION BY PLANNING AND DEVELOPMENT REGION AND SEX, 1960 AND 1970

	1960 Male Population	1960 Female Population	1960 Percent Male	1960 Percent Female	1970 Male Population	1970 Female Population	1970 Percent Male	1970 Percent Female
Region 1	368,145	361,606	50.4	49.6	395,528	407,030	49.3	50.7
Region 2	206,756	211,464	49.4	50.6	222,055	232,632	48.8	51.2
Region 3	207,730	216,094	49.0	51.0	240,026	252,754	48.7	51.3
Region 4	114,550	113,232	50.3	49.7	124,546	126,262	49.7	50.3
Region 5	105,476	108,382	49.3	50.7	113,021	119,066	48.7	51.3
Region 6	211,235	215,960	49.4	50.6	230,491	242,115	48.8	51.2
Region 7	103,647	108,153	48.9	51.1	105,103	111,572	48.5	51.5
Region 8	457,973	486,502	48.5	51.5	536,236	573,646	48.3	51.7
Region 9	69,655	72,703	48.9	51.1	72,255	76,947	48.4	51.6
Region 10	66,340	67,176	49.7	50.3	79,275	82,669	49.0	51.0
Region 11	61,121	61,943	49.7	50.3	69,167	72,291	48.9	51.1
Region 12	41,899	42,734	49.5	50.5	42,975	45,194	48.7	51.3
Region 13	189,867	201,038	48.6	51.4	196,549	210,920	48.2	51.8
Region 14	94,344	96,773	49.4	50.6	103,943	109,401	48.7	51.3
Total	2,298,738	2,363,760	49.3%	50.7%	2,531,170	2,662,499	48.7%	51.3%

Source: Robert A. Calhoun, Director of Public Health Statistics, Indiana State Board of Health.

TABLE 8. INDIANA POPULATION BY PLANNING AND DEVELOPMENT REGION AND BY RACE, 1960 AND 1970

	1960 White Population	1960 Percent White	1960 Non-White Population	1960 Percent Non-White	1970 White Population	1970 Percent White	1970 Non-White Population	1970 Percent Non-White
Region 1	636,945	87.3	92,806	12.7	680,035	84.7	122,523	15.3
Region 2	401,295	96.0	16,925	4.0	429,835	94.5	24,852	5.5
Region 3	411,457	97.1	12,367	2.9	471,772	95.7	21,008	4.3
Region 4	226,317	99.4	1,465	0.6	248,279	99.0	2,529	1.0
Region 5	209,961	98.2	3,897	1.8	226,165	97.4	5,922	2.6
Region 6	412,343	96.5	14,852	3.5	451,408	95.5	21,198	4.5
Region 7	206,153	97.3	5,647	2.7	210,057	96.9	6,618	3.1
Region 8	842,246	89.2	102,229	10.8	969,476	87.3	140,406	12.7
Region 9	138,000	96.9	4,358	3.1	144,354	96.8	4,848	3.2
Region 10	132,307	99.1	1,209	0.9	159,346	98.4	2,598	1.6
Region 11	122,271	99.4	793	0.6	140,315	99.2	1,143	0.8
Region 12	83,908	99.1	725	0.9	87,363	99.1	806	0.9
Region 13	379,413	97.1	11,492	2.9	394,623	96.8	12,846	3.2
Region 14	185,938	97.3	5,179	2.7	207,296	97.2	6,048	2.8
Total	4,388,554	94.1%	273,944	5.9%	4,820,324	92.8%	373,345	7.2%

Source: Robert A. Calhoun, Director of Public Health Statistics, Indiana State Board of Health.

TABLE 9. REGIONAL DISTRIBUTION OF INDIANA POPULATION BY RACE, 1960 AND 1970

	1960		1970	
	Percent of Total White Population	Percent of Total Non-White Population	Percent of Total White Population	Percent of Total Non-White Population
Region 1	14.5	33.9	14.1	32.8
Region 2	9.1	6.2	8.9	6.6
Region 3	9.4	4.5	9.8	5.6
Region 4	5.2	0.5	5.1	0.7
Region 5	4.8	1.4	4.7	1.6
Region 6	9.4	5.4	9.4	5.7
Region 7	4.7	2.1	4.3	1.8
Region 8	19.2	37.3	20.1	37.6
Region 9	3.1	1.6	3.0	1.5
Region 10	3.0	0.4	3.3	0.7
Region 11	2.8	0.3	2.9	0.3
Region 12	1.9	0.3	1.8	0.2
Region 13	8.6	4.2	8.2	3.4
Region 14	4.2	1.9	4.3	1.6
Total	99.9*%	99.9*%	100.0%	99.9*%

*Variations from 100% due to rounding.

Source: Robert A. Calhoun, Director of Public Health Statistics, Indiana State Board of Health.

TABLE 10. PERSONAL INCOME BY MAJOR SOURCE, INDIANA, 1960 AND 1969

Income Source	1960 Payroll Income (in Millions)	1969 Payroll Income (in Millions)	Percent Change
Manufacturing	$ 3,321	$ 6,108	83.9
Farms	46	27	-41.3
Mining	53	68	28.3
Contract Construction	381	852	123.6
Wholesale and Retail Trade	1,141	1,926	68.8
Finance, Insurance, and Real Estate	253	488	92.9
Transportation	371	535	44.2
Communications and Public Utilities	196	333	69.9
Services	480	1,095	128.1
Government	841	1,717	104.2
Property Income	1,112	2,307	107.5
Proprietor's Income, Farm	375	588	56.8
Total Personal Income	$10,199	$18,868	84.9%

Source: "Survey of Current Business," August, 1963 and August, 1970, U.S. Department of Commerce, Office of Business Economics.

TABLE 11. INDIANA AND U.S. TOTAL PERSONAL AND PER CAPITA INCOME, 1950-1969

	Total Personal Income (millions of $)			Per Capita Income		
	U.S.	Indiana	% of U.S.	U.S.	Indiana	% of U.S.
1950	226,214	5,998	2.7	1,496	1,512	101
1960	398,726	10,225	2.6	2,215	2,188	99
1965	535,949	13,996	2.6	2,765	2,855	103
1968	684,442	17,297	2.5	3,425	3,415	100
1969	744,479	18,868	2.5	3,483	3,687	106

Source: "Survey of Current Business", April, 1970, U.S. Department of Commerce, Office of Business Economics.

TABLE 12. PER CAPITA PERSONAL INCOME AND TAXES PAID BY STATE, 1960-1970

State	Per Capita Personal Income		State & Local Per Capita Taxes Paid		State & Local Taxes Paid per $1000 of Personal Income	
	Dollars	Rank	Dollars	Rank	Dollars	Rank
Alabama	2,582	49	224.07	50	98	28
Alaska	4,460	3	390.49	15	100	26
Arizona	3,372	29	386.57	18	132	6
Arkansas	2,488	50	220.82	51	98	28
California	4,290	6	539.99	2	134	4
Colorado	3,604	22	385.80	19	122	12
Connecticut	4,595	2	392.15	14	107	20
Delaware	4,107	10	372.17	22	111	18
Florida	3,525	25	329.86	31	105	22
Georgia	3,071	55	269.66	44	100	26
Hawaii	3,928	13	480.23	3	144	3
Idaho	2,953	41	327.96	32	117	13
Illinois	4,285	7	372.80	23	114	16
INDIANA	3,687	17	334.19	30	98	28
Iowa	3,549	24	388.60	16	125	9
Kansas	3,488	26	346.40	27	110	19
Kentucky	2,847	44	277.52	43	105	22
Louisiana	2,781	46	297.87	40	116	14
Maine	3,054	36	308.11	36	126	8
Maryland	4,073	11	410.58	10	123	11
Massachusetts	4,156	9	452.59	5	124	10
Michigan	3,994	12	428.26	7	115	15
Minnesota	3,635	19	406.15	12	125	9
Mississippi	2,218	51	241.95	48	125	9
Missouri	3,458	28	301.02	38	100	26
Montana	3,130	34	351.33	26	127	7
Nebraska	3,609	21	362.13	24	112	17
Nevada	4,458	4	466.39	4	124	10
New Hampshire	3,471	27	299.37	39	99	27
New Jersey	4,241	8	406.06	13	106	21
New Mexico	2,897	42	323.55	34	127	7
New York	4,442	5	575.51	1	146	2
North Carolina	2,888	43	258.81	46	105	22
North Dakota	3,012	39	338.06	29	125	9
Ohio	3,047	37	305.77	37	91	30
Oklahoma	3,738	16	287.04	41	100	26
Oregon	3,573	23	387.00	17	115	15
Pennsylvania	3,659	18	339.52	28	110	19
Rhode Island	3,858	15	378.66	21	110	19
South Carolina	2,607	47	224.84	49	101	25
South Dakota	3,027	38	352.80	25	133	5
Tennessee	2,808	45	252.31	47	98	28
Texas	3,259	32	275.66	42	97	29
Utah	2,997	40	327.21	33	127	7
Vermont	3,247	33	384.17	20	147	1
Virginia	3,307	31	313.70	35	102	24
Washington	3,848	14	410.12	11	115	15
West Virginia	2,603	48	262.82	45	111	18
Wisconsin	3,632	20	439.04	6	146	2
Wyoming	3,353	30	413.73	9	134	4
Washington, D.C.	4,722	1	427.67	8	104	23
U.S. Average	3,483		353.90			

Source: U.S. Bureau of the Census and Survey of Current Business, August, 1970, U.S. Department of Commerce, Office of Business Economics.

TABLE 13. SELECTED ECONOMIC, EMPLOYMENT, AND POPULATION DATA FOR INDIANA PLANNING AND DEVELOPMENT REGIONS

Region	POPULATION		AGRICULTURE		CONTRACT CONSTRUCTION	
	1970 (Thousands)	Density-1970 Per Square Mile	Number of Farms 1969	Value of Products Sold 1969 (Millions)	No. Employees Mid-March Pay Period 1967	1967 Taxable Payrolls—Jan-Mar (Thousands)
1	803	246	6,761	$ 136	17,128	$ 36,763
2	455	237	7,039	107	5,843	9,623
3	493	138	13,103	152	5,978	10,442
4	251	73	8,506	176	2,231	3,540
5	232	110	7,019	116	2,569	3,888
6	473	176	9,545	111	4,194	6,058
7	217	89	5,581	73	1,916	2,851
8	1,110	361	9,178	125	18,487	32,166
9	149	94	4,487	74	1,262	1,957
10	162	91	3,627	27	1,973	3,053
11	142	71	4,790	65	1,531	2,099
12	88	62	5,053	31	475	193
13	408	93	10,060	151	5,966	10,169
14	213	88	6,730	52	1,284	1,602
State	5,194	144	101,479	$1,400	70,834	$129,111

Data from "Indiana: An Economic Perspective," Division of Planning, Department of Commerce, State of Indiana, 1972.

TABLE 13. (continued)

Region	MANUFACTURING			RETAIL TRADE		
	1967 Employees (Thousands)	1967 Value Added (Millions)	1967 Capital Expense (Millions)	1967 Sales (Millions)	1967 Establishment	1967 Employees
1	126	$ 2,056	***	$1,243	4,216	32,597
2	74	1,057	58	770	2,868	20,860
3	65	916	60	814	2,964	24,480
4	22	*****	***	426	1,719	10,941
5	37	505	54	362	1,532	9,849
6	81	1,230	67	717	2,949	19,485
7	16	215	27	379	1,418	10,358
8	135	1,856	145	1,912	5,488	53,176
9	24	286	37	235	9,66	6,489
10	16	263	10	207	936	5,351
11	21	286	20	212	901	5,287
12	9	178	8	112	643	2,899
13	***	*****	***	652	2,796	18,199
14	24	344	13	267	1,222	6,478
State	610	$10,308	1,004	$8,329	30,618	223,499

*Incomplete Data

TABLE 13. (continued)

Region	WHOLESALE TRADE			GOVERNMENT SERVICES		TRANSPORTATION & PUBLIC UTILITIES	
	1967 Sales (Millions)	1967 Establishments	1967 Employees	1967 Local Employment	1967 Local Payroll (Thousands)	1967 Employees Mid-March	Taxable Payroll-1967 Jun-March (Thousands)
1	$ 780	679	7,424	25,770	$12,945	11,324	$ 19,760
2	812	741	8,820	13,153	5,817	6,432	11,098
3	932	801	9,323	14,435	6,514	8,029	13,953
4	242	365	2,421	7,510	3,076	2,768	3,649
5	217	331	2,259	9,407	4,115	2,915	4,924
6	344	565	4,003	13,166	5,825	4,340	7,203
7	215	312	2,926	6,909	2,871	3,541	5,594
8	3,629	1,852	26,574	33,503	15,065	21,652	40,122
9	158	192	2,032	4,723	2,089	1,132	1,671
10	115	169	1,158	4,363	1,758	1,529	2,166
11	103	155	1,028	4,597	1,871	1,634	2,500
12	65	105	788	2,956	1,131	1,351	2,188
13	626	706	6,582	12,151	5,053	5,777	8,454
14	88	189	1,071	6,898	2,711	2,197	3,488
State	$8,350	7,162	76,691	159,541	$78,841	74,033	$127,862

TABLE 13. (continued)

Region	FINANCE, INSURANCE AND REAL ESTATE		PROJECTIONS					
	1967 Employees Mid-March	1967 Taxable Payrolls Jan-Mar (Thousands)	Population (Thousands		Employment (Thousands)		Per Capita Income	
			1975	1980	1975	1980	1975	1980
1	7,152	$ 9,276	844	866	325	342	$3,500	$3,970
2	6,432	11,098	486	517	211	225	3,850	4,370
3	6,942	9,852	532	571	222	238	3,520	4,020
4	3,287	4,286	270	280	102	106	3,130	3,600
5	2,047	2,479	244	256	102	107	3,610	4,100
6	4,377	5,491	507	541	203	216	3,450	3,930
7	1,969	2,460	225	233	80	84	3,000	3,440
8	25,466	37,634	1,205	1,300	502	542	3,880	4,370
9	1,738	2,051	155	160	60	62	3,200	3,670
10	1,109	1,306	169	176	68	70	2,920	3,400
11	1,125	1,438	149	156	53	54	2,840	3,290
12	493	517	99	109	35	39	2,660	3,120
13	4,622	5,748	423	439	169	176	2,940	3,420
14	1,374	1,695	233	252	83	91	2,760	3,220
State	69,205	$94,518	5,541	5,856	2,215	2,352	CONSTANT DOLLARS 1957 - 1959 = 100	

APPENDIX C

CHRONOLOGY OF HIGHER EDUCATION IN INDIANA

1787	Ordinance of 1787 encouraged provision of educational opportunities.
1804	Congressional Act reserved one township of public lands for location of seminary of learning.
1806	Indiana Territory Act authorized incorporation of Vincennes University.
1816	Enabling Act for Indiana statehood reserved township for use of seminary of learning.
1820	Indiana General Assembly established State Seminary at Bloomington.
1822	General Assembly sold land grant to Vincennes University and gave proceeds from sale to State Seminary at Bloomington.
1824	State Seminary opened for students.
1828	State Seminary graduated its first students.
1843	Vincennes University brought suit to determine rights of seized lands.
1852	Vincennes University case reached Supreme Court which ruled in favor of the University's claim; ordered state to make restitution.
1862	Morrill Act passed by Congress, an offer to turn over public lands to any state which would use this land to establish and maintain a college to teach the agricultural and mechanical arts.
1865	Indiana accepted its Morrill Act grant; General Assembly established State Normal School at Terre Haute for the purpose of training teachers for public schools.
1869	Purdue University chartered under Morrill Act in Lafayette.
1870	Indiana State Normal School opened in Terre Haute.
1874	Purdue University opened in Lafayette.
1833-1897	Twenty-two independent higher education institutions established in Indiana.
1918	Eastern Division of Indiana Normal School established in Muncie.
1929	General Assembly changed name of Normal School to Indiana State Teachers College and designated the Eastern Division as Ball State Teachers College.
1931	Vincennes University first received tax levy from Knox County for support of the institution.

1945 Indiana Conference of Higher Education formed.

1946 "Indiana Plan" agreed upon desirability of maintaining even balance between public and private resident undergraduate enrollment.

1902-1952 Eleven independent higher education institutions established.

1955 Vincennes University first received State School Tuition Funds.

1961 General Assembly established Post High School Education Study Commission; changed name of Indiana State Teachers College to Indiana State College.

1962 Report of Post High School Education Study Commission - recommended establishment of publicly-supported school to provide post high school practical and vocational education.

1963 General Assembly established Indiana Vocational Technical College.

1965 General Assembly designated Indiana State and Ball State as universities.

1965 General Assembly passed resolution calling for establishment of a public campus at Evansville. Indiana State University at Evansville established in response.

1967 General Assembly established State Policy Commission on Post High School Education.

1968 Report of State Policy Commission on Post High School Education recommended establishment of Board of Regents with responsibility for all public post high school education in Indiana.

1971 General Assembly established Indiana Commission for Higher Education.

APPENDIX D

INSTRUCTIONAL PROGRAM INVENTORY

The information recorded in this appendix is the result of the collection of data from each institution in the state system. The program categories and levels of achievement outlined in the planning framework, Chapter 1, pages 2 to 4 are utilized in the presentation of the inventory. The programs are listed for each campus in the state system and the campuses are organized by planning and development region.

Working with the academic officers of the public sector institutions, the Commission agreed to incorporate the program titles provided by each institution. Hence, similar programs sometimes appear on separate lines. An effort has been made to group such programs in the inventory. The Commission did not have an opportunity to work as closely with academic officers of the independent sector institutions. However, an effort is being made to verify this section of the inventory for the future use of the Commission. The Commission intends to refine and update this inventory continually so that it may serve as the foundation document to be used in performing the function of new program review and approval.

The following is a page guide to using the inventory:

Occupational Programs

Proficiency Level 144
Certificate Level 145
Associate Degree Level 147

General Arts and Science Programs

Certificate Level 152
Associate Degree Level 153
Baccalaureate Degree Level 154
Masters Degree Level 160
Intermediate Degree Level 166
Doctoral Level 167

Professional Programs

Baccalaureate Degree Level 172
Masters Degree Level 179
Intermediate Degree Level 186
Doctoral Degree Level 187

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
OCCUPATIONAL PROGRAMS PROFICIENCY LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
BUSINESS AND COMMERCE																						
DATA PROCESSING																						
Keypunch Operator				●					●							●						
HEALTH SERVICES																						
MECHANICAL & ENGINEERING																●						
Radio & TV Repair																						
PUBLIC SERVICE																						
Developmental Education				●					●							●						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
OCCUPATIONAL PROGRAMS PROFICIENCY LEVEL	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
BUSINESS AND COMMERCE																						
DATA PROCESSING																						
Keypunch Operator					●			●					●					●				
HEALTH SERVICES																						
MECHANICAL & ENGINEERING																						
Radio & TV Repair					●								●					●				
PUBLIC SERVICE																						
Developmental Education		●			●			●					●					●				

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
OCCUPATIONAL PROGRAMS PROFICIENCY LEVEL	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
BUSINESS AND COMMERCE																	
DATA PROCESSING																	
Keypunch Operator						●											
HEALTH SERVICES																	
MECHANICAL & ENGINEERING																	
Radio & TV Repair							●										
PUBLIC SERVICE																	
Developmental Education		●					●	●				●					●

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
OCCUPATIONAL PROGRAMS CERTIFICATE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
BUSINESS & COMMERCE																						
Accounting, Clerical				●					●							●						
Clerical Steno				●					●							●						
Clerical Typist				●					●							●						
Labor Relations Analyst			●																			
Marketing Clerical									●													
Mktg & Distrib Tech																						
Reproduction Printing																						
Secretarial																						
Service Station Mgmt																						
DATA PROCESSING																						
Computer Operator				●					●							●						
HEALTH SERVICES																						
Dental Assisting								●							●							
Electro-Encephalogram Tech																						
Inhalation Therapy Tech				●																		
Medical Assistant, Cert				●					●													
Operating Room Tech				●					●													
Practical Nursing		●		●					●													

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
OCCUPATIONAL PROGRAMS CERTIFICATE LEVEL	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
BUSINESS & COMMERCE																						
Accounting, Clerical		●			●			●					●					●				
Clerical Steno		●			●			●					●					●				
Clerical Typist		●			●			●					●					●				
Labor Relations Analyst																	●					
Marketing Clerical								●										●				
Mktg & Distrib Tech																						
Reproduction Printing													●									
Secretarial												●										
Service Station Mgmt																						
DATA PROCESSING																						
Computer Operator					●			●					●					●				
HEALTH SERVICES																						
Dental Assisting																						
Electro-Encephalogram Tech		●																				
Inhalation Therapy Tech		●																				
Medical Assistant, Cert		●			●			●					●					●				
Operating Room Tech		●																●				
Practical Nursing		●																				
													●									

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
OCCUPATIONAL PROGRAMS CERTIFICATE LEVEL	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
BUSINESS & COMMERCE																	
Accounting, Clerical		●				●	●										●
Clerical Steno		●				●	●					●					●
Clerical Typist		●				●	●					●					●
Labor Relations Analyst																	
Marketing Clerical																	
Mktg & Distrib Tech																	
Reproduction Printing																	
Secretarial																	
Service Station Mgmt																	
DATA PROCESSING																	
Computer Operator						●											
HEALTH SERVICES																	
Dental Assisting									●								
Electro-Encephalogram Tech																	
Inhalation Therapy Tech																	
Medical Assistant, Cert							●										
Operating Room Tech																	
Practical Nursing																	
		●				●				●							

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02						
OCCUPATIONAL PROGRAMS CERTIFICATE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame
MECHANICAL & ENGINEERING														
Agricultural Mechanics														
Architech Drafting									●					
Automobile Body Repair				●										
Automotive Mechanics				●					●					
Bowling Equipment, Sp														
Building Construction														
Civil Engineering Tech		●												
Diesel Engine Mech														
Heating & Air Conditioning														
Industrial Electronics		●												
Inland Steel Program		●												
Mfg. Drafting				●										
Mechanical Drafting									●					
Pract. Indus. Instrumentn		●	●											
Prod. Plan. & Cont. Analyst			●											
Quality Control Analyst														
Radio - TV Repr.														
Tool Room Machine Oper.														
Welding														
Youngstown Steel Program		●												
Professional Foreman Tech		●	●											
NATURAL SCIENCE														
Animal Agric														
General Agric.														
Ground Water Specialist									●					
Inst. Food Service									●					
PUBLIC SERVICE														
Child Care		●												
Fire Protection				●					●					
Library Aide														
Teaching Aide		●												

PLANNING & DEVELOPMENT REGIONS	03								04			05		
OCCUPATIONAL PROGRAMS CERTIFICATE LEVEL	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester
MECHANICAL & ENGINEERING														
Agricultural Mechanics														
Architech Drafting										●			●	
Automobile Body Repair		●											●	
Automotive Mechanics		●											●	
Bowling Equipment, Sp														
Building Construction													●	
Civil Engineering Tech														
Diesel Engine Mech														
Heating & Air Conditioning										●			●	
Industrial Electronics														
Inland Steel Program														
Mfg. Drafting		●											●	
Mechanical Drafting		●								●				
Pract. Indus. Instrumentn														
Prod. Plan. & Cont. Analyst														
Quality Control Analyst														
Radio - TV Repr.		●											●	
Tool Room Machine Oper.														
Welding														
Youngstown Steel Program														
Professional Foreman Tech														
NATURAL SCIENCE														
Animal Agric									●					
General Agric.									●					
Ground Water Specialist														
Inst. Food Service														
PUBLIC SERVICE														
Child Care														
Fire Protection														
Library Aide														
Teaching Aide										●				

PLANNING & DEVELOPMENT REGIONS	06					07					08					
OCCUPATIONAL PROGRAMS CERTIFICATE LEVEL	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
MECHANICAL & ENGINEERING																
Agricultural Mechanics		●														
Architech Drafting												●				
Automobile Body Repair							●									
Automotive Mechanics		●					●					●				
Bowling Equipment, Sp																
Building Construction																
Civil Engineering Tech																
Diesel Engine Mech							●					●				
Heating & Air Conditioning		●										●				
Industrial Electronics		●														
Inland Steel Program																
Mfg. Drafting												●				
Mechanical Drafting																
Pract. Indus. Instrumentn																
Prod. Plan. & Cont. Analyst																
Quality Control Analyst																
Radio - TV Repr.							●					●				
Tool Room Machine Oper.												●				
Welding							●					●				
Youngstown Steel Program																
Professional Foreman Tech																
NATURAL SCIENCE																
Animal Agric																
General Agric.																
Ground Water Specialist																
Inst. Food Service						●										
PUBLIC SERVICE																
Child Care																
Fire Protection																
Library Aide												●				
Teaching Aide												●				

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
OCCUPATIONAL PROGRAMS CERTIFICATE LEVEL	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
MECHANICAL & ENGINEERING																	
Agricultural Mechanics																	
Architech Drafting						●	●										
Automobile Body Repair																	●
Automotive Mechanics		●				●						●					●
Bowling Equipment, Sp										●							
Building Construction							●										●
Civil Engineering Tech																	
Diesel Engine Mech																	
Heating & Air Conditioning							●										●
Industrial Electronics		●				●											
Inland Steel Program																	
Mfg. Drafting		●				●						●					
Mechanical Drafting							●										●
Pract. Indus. Instrumentn																	
Prod. Plan. & Cont. Analyst																	
Quality Control Analyst																	
Radio - TV Repr.						●											
Tool Room Machine Oper.		●															
Welding												●					
Youngstown Steel Program																	
Professional Foreman Tech																	
NATURAL SCIENCE																	
Animal Agric																	
General Agric.																	
Ground Water Specialist																	
Inst. Food Service																	
PUBLIC SERVICE																	
Child Care																	
Fire Protection																	
Library Aide																	
Teaching Aide																	●

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02						
OCCUPATIONAL PROGRAMS ASSOCIATE DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame
BUSINESS AND COMMERCE														
Accounting	●							●						
Accounting Tech	●			●					●					
Banking and Finance														
Broadcast Production														
Business General														
Clerk Typist, Steno														
Secretarial														
Secretarial Executive				●					●					
Secretarial Legal														
Secretarial Medical														
Commercial Art Tech									●					
Distributive Education														
Graphic Arts														
Hotel Restaurant Mngmt		●												
Industrial Mgmt. Tech									●					
Interior Design Tech														
Journalism Tech														
Management & Administration														
General Management	●							●						
Office Management	●							●						
Mrkt. Distr. Tech.	●													
Mrkt. Tech. Int. Des									●					
Mrkt. Tech. Retail									●					
Office Technology														
Operations Supervision	●													
Operations Spvn./Hotel-Motel Opt.														
Operations Spvn./Ind. Opt.														
Real Estate Title														
Life Insurance Admin.														
Traffic & Transp. Tech	●													

PLANNING & DEVELOPMENT REGIONS	03							
OCCUPATIONAL PROGRAMS ASSOCIATE DEGREE LEVEL	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State
BUSINESS AND COMMERCE								
Accounting	●/							
Accounting Tech	●/	●						
Banking and Finance								
Broadcast Production								
Business General								
Clerk Typist, Steno								
Secretarial								
Secretarial Executive		●						
Secretarial Legal								
Secretarial Medical								
Commercial Art Tech	●/							
Distributive Education								
Graphic Arts								
Hotel Restaurant Mngmt								
Industrial Mgmt. Tech		●						
Interior Design Tech								
Journalism Tech								
Management & Administration								
General Management	●/							
Office Management	●/							
Mrkt. Distr. Tech.	●/							
Mrkt. Tech. Int. Des	●/							
Mrkt. Tech. Retail								
Office Technology	●/							
Operations Supervision	●/							
Operations Spvn./Hotel-Motel Opt.	●/							
Operations Spvn./Ind. Opt.								
Real Estate Title								
Life Insurance Admin.								
Traffic & Transp. Tech								

PLANNING & DEVELOPMENT REGIONS	04			05			06				
OCCUPATIONAL PROGRAMS ASSOCIATE DEGREE LEVEL	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor
BUSINESS AND COMMERCE											
Accounting											
Accounting Tech		●			●						
Banking and Finance				●							
Broadcast Production											
Business General											
Clerk Typist, Steno											
Secretarial							●				
Secretarial Executive		●									
Secretarial Legal		●									
Secretarial Medical		●									
Commercial Art Tech											
Distributive Education											
Graphic Arts	●										
Hotel Restaurant Mngmt	●										
Industrial Mgmt. Tech		●						●			
Interior Design Tech											
Journalism Tech							●				
Management & Administration											
General Management				●							
Office Management				●							
Mrkt. Distr. Tech.											
Mrkt. Tech. Int. Des											
Mrkt. Tech. Retail											
Office Technology											
Operations Supervision											
Operations Spvn./Hotel-Motel Opt.											
Operations Spvn./Ind. Opt.				●							
Real Estate Title											
Life Insurance Admin.											
Traffic & Transp. Tech											

PLANNING & DEVELOPMENT REGIONS	07					08					
OCCUPATIONAL PROGRAMS ASSOCIATE DEGREE LEVEL	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
BUSINESS AND COMMERCE											
Accounting						●/					
Accounting Tech		●					●				
Banking and Finance											
Broadcast Production											
Business General											
Clerk Typist, Steno											
Secretarial											
Secretarial Executive							●				
Secretarial Legal		●					●				
Secretarial Medical							●				
Commercial Art Tech											
Distributive Education											
Graphic Arts		●									
Hotel Restaurant Mngmt											
Industrial Mgmt. Tech							●				
Interior Design Tech											
Journalism Tech											
Management & Administration											
General Management						●/					
Office Management						●/					
Mrkt. Distr. Tech.											
Mrkt. Tech. Int. Des											
Mrkt. Tech. Retail											
Office Technology											
Operations Supervision											
Operations Spvn./Hotel-Motel Opt.											
Operations Spvn./Ind. Opt.											
Real Estate Title											
Life Insurance Admin.											
Traffic & Transp. Tech											

PLANNING & DEVELOPMENT REGIONS	09			10	11		12	
OCCUPATIONAL PROGRAMS ASSOCIATE DEGREE LEVEL	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover
BUSINESS AND COMMERCE								
Accounting	●			●				
Accounting Tech						●		
Banking and Finance								
Broadcast Production								
Business General								
Clerk Typist, Steno								
Secretarial								
Secretarial Executive						●		
Secretarial Legal						●		
Secretarial Medical						●		
Commercial Art Tech						●		
Distributive Education								
Graphic Arts								
Hotel Restaurant Mngmt								
Industrial Mgmt. Tech								
Interior Design Tech							●	
Journalism Tech								
Management & Administration	●							
General Management				●				
Office Management	●			●				
Mrkt. Distr. Tech.								
Mrkt. Tech. Int. Des								
Mrkt. Tech. Retail								
Office Technology								
Operations Supervision								
Operations Spvn./Hotel-Motel Opt.								
Operations Spvn./Ind. Opt.								
Real Estate Title								
Life Insurance Admin.								
Traffic & Transp. Tech								

PLANNING & DEVELOPMENT REGIONS	13							14	
OCCUPATIONAL PROGRAMS ASSOCIATE DEGREE LEVEL	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
BUSINESS AND COMMERCE									
Accounting								●	
Accounting Tech		●	●						●
Banking and Finance									
Broadcast Production		●							
Business General		●	●						
Clerk Typist, Steno		●	●						
Secretarial	●	●	●						
Secretarial Executive									
Secretarial Legal									
Secretarial Medical									●
Commercial Art Tech		●		●					
Distributive Education		●							
Graphic Arts		●							
Hotel Restaurant Mngmt									
Industrial Mgmt. Tech									
Interior Design Tech				●					
Journalism Tech		●							
Management & Administration									
General Management								●	
Office Management		●	●					●	
Mrkt. Distr. Tech.									
Mrkt. Tech. Int. Des									
Mrkt. Tech. Retail									●
Office Technology									
Operations Supervision									
Operations Spvn./Hotel-Motel Opt.									
Operations Spvn./Ind. Opt.									
Real Estate Title		●							
Life Insurance Admin.									
Traffic & Transp. Tech									

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
OCCUPATIONAL PROGRAMS ASSOCIATE DEGREE LEVEL continued	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
DATA PROCESSING																						
Computer Tech		●	●	●					●						●P	●						
Computer Progr. Tech																						
Computer Science																						
Data Processing															●I							
HEALTH SERVICES																						
Dental Hygiene Technology								●							●I							
Dental Laboratory Tech															●I							
Hospital Dietary Tech																						
Hospital Duty Tech																						
Inhalation Therapy Tech																						
Medical Assistant				●					●													
Medical Lab Asst. Tech																						
Medical Lab Tech.	●	●							●						●P							
Medical Records Tech.	●																					
Mental Health																						
Mental Health Tech.															●P							
Nursing R. N.	●	●	●												●P							
Occupation Therapy																						
Optometric Technology																						
Physical Therapy Tech																						
Pre-Medical Tech																						
Psychiatric Tech															●P							
Radiologic Tech.	●							●							●I							
Respiratory Therapy Tech.	●																					
X-Ray Tech																						
MECHANICAL & ENGINEERING																						
Agricultural Equip. Tech.																						
Architech. Technology		●	●						●						●P							
Automotive Mechanics		●																				
Auto Parts Counterman																						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
OCCUPATIONAL PROGRAMS ASSOCIATE DEGREE LEVEL continued	PU Lafayette	IVTC-Tippecanoe TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
DATA PROCESSING																						
Computer Tech					●			●									●P	●				
Computer Progr. Tech	●																					
Computer Science																						
Data Processing																						
HEALTH SERVICES																						
Dental Hygiene Technology																	●I					
Dental Laboratory Tech																						
Hospital Dietary Tech																	●I					
Hospital Duty Tech																						
Inhalation Therapy Tech																						
Medical Assistant		●						●					●					●				
Medical Lab Asst. Tech																						
Medical Lab Tech.		●																●				
Medical Records Tech.																						
Mental Health																						
Mental Health Tech.																						
Nursing R. N.	●			●													●P					
Occupation Therapy																	●I					
Optometric Technology																						
Physical Therapy Tech																						
Pre-Medical Tech																						
Psychiatric Tech																						
Radiologic Tech.				●													●I	●				
Respiratory Therapy Tech.																	●I					
X-Ray Tech																						
MECHANICAL & ENGINEERING																						
Agricultural Equip. Tech.																		●				
Architech. Technology																	●P	●				
Automotive Mechanics																						
Auto Parts Counterman	●																					

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
OCCUPATIONAL PROGRAMS ASSOCIATE DEGREE LEVEL continued	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
DATA PROCESSING																	
Computer Tech						●											
Computer Progr. Tech																	
Computer Science																	
Data Processing										●							
HEALTH SERVICES																	
Dental Hygiene Technology									●I								
Dental Laboratory Tech																	
Hospital Dietary Tech																	
Hospital Duty Tech																	
Inhalation Therapy Tech									●								
Medical Assistant							●									●	
Medical Lab Asst. Tech																	
Medical Lab Tech.		●															
Medical Records Tech.																	
Mental Health																	
Mental Health Tech.										●							
Nursing R. N.										●						●	
Occupation Therapy																	
Optometric Technology				●													
Physical Therapy Tech										●							
Pre-Medical Tech																	
Psychiatric Tech																	
Radiologic Tech.																	
Respiratory Therapy Tech.										●							
X-Ray Tech																	
MECHANICAL & ENGINEERING																	
Agricultural Equip. Tech.						●											
Architech. Technology						●											
Automotive Mechanics										●							
Auto Parts Counterman										●							

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INSTRUCTIONAL PROGRAM INVENTORY

OCCUPATIONAL PROGRAM
ASSOCIATE DEGREE LEVEL
continued

PLANNING & DEVELOPMENT REGIONS	01							02						
	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame
MECH. & ENGINEERING-contd														
Auto Service Tech									●					
Aviation Elect														
Aviation Flight														
Aviation Flight Tech														
Aviation Maint														
Aviation Tech. AGR														
Bowling Equip. Tech														
Bowling Lane Mgmt														
Building Construction														
Building Matls. Tech														
Chemical Tech		●												
Drafting Tech														
Drafting Tech., Arch														
Drafting Tech., Ind														
Elect. Eng. Tech		●	●											
Electronics Tech. (Genl.)									●					
Elec. Tech. (Industrial)														
Eng. Tech														
Engineering Tech., Civil		●	●											
Foundry Tech														
Heating & Air Cond. Tech														
Industrial Elec			●											
Ind. Engineering Tech		●	●											
Industrial Tech														
Machine Design														
Mach. Tech. & Ind. Mech														
Machine Tool Repair														
Mach. Trades Tech														
Mfg. Design Tech									●					
Mechanical Design														
Mechanical Drafting														
Mech. Drft. Design Tech		●	●	●										

PLANNING & DEVELOPMENT REGIONS	03								04		
	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash
MECH. & ENGINEERING-contd											
Auto Service Tech		●									
Aviation Elect											
Aviation Flight											
Aviation Flight Tech									●		
Aviation Maint									●		
Aviation Tech. AGR									●		
Bowling Equip. Tech											
Bowling Lane Mgmt											
Building Construction									●		
Building Matls. Tech											
Chemical Tech											
Drafting Tech									●		
Drafting Tech., Arch											
Drafting Tech., Ind											
Elect. Eng. Tech	●P								●		
Electronics Tech. (Genl.)									●		
Elec. Tech. (Industrial)											
Eng. Tech											
Engineering Tech., Civil	●P								●		
Foundry Tech									●		
Heating & Air Cond. Tech											
Industrial Elec											
Ind. Engineering Tech	●P								●		
Industrial Tech	●P										
Machine Design											
Mach. Tech. & Ind. Mech											
Machine Tool Repair											
Mach. Trades Tech											
Mfg. Design Tech		●									
Mechanical Design									●		
Mechanical Drafting											
Mech. Drft. Design Tech	●P										

PLANNING & DEVELOPMENT REGIONS	05			06					07				
	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods
MECH. & ENGINEERING-contd													
Auto Service Tech													
Aviation Elect													
Aviation Flight													
Aviation Flight Tech													
Aviation Maint													
Aviation Tech. AGR													
Bowling Equip. Tech													
Bowling Lane Mgmt													
Building Construction													
Building Matls. Tech													
Chemical Tech													
Drafting Tech													
Drafting Tech., Arch													
Drafting Tech., Ind									●				
Elect. Eng. Tech	●P												
Electronics Tech. (Genl.)		●							●	●			
Elec. Tech. (Industrial)										●			
Eng. Tech													
Engineering Tech., Civil													
Foundry Tech													
Heating & Air Cond. Tech													
Industrial Elec													
Ind. Engineering Tech													
Industrial Tech													
Machine Design													
Mach. Tech. & Ind. Mech													
Machine Tool Repair													
Mach. Trades Tech													
Mfg. Design Tech		●											
Mechanical Design													
Mechanical Drafting													
Mech. Drft. Design Tech													

PLANNING & DEVELOPMENT REGIONS	08						09			10
	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington
MECH. & ENGINEERING-contd										
Auto Service Tech		●								
Aviation Elect										
Aviation Flight										
Aviation Flight Tech										
Aviation Maint										
Aviation Tech. AGR										
Bowling Equip. Tech										
Bowling Lane Mgmt										
Building Construction										
Building Matls. Tech										
Chemical Tech	●P									
Drafting Tech										
Drafting Tech., Arch										
Drafting Tech., Ind										
Elect. Eng. Tech	●P									
Electronics Tech. (Genl.)		●								
Elec. Tech. (Industrial)										
Eng. Tech										
Engineering Tech., Civil	●P									
Foundry Tech										
Heating & Air Cond. Tech		●								
Industrial Elec										
Ind. Engineering Tech	●P						●P			
Industrial Tech										
Machine Design										
Mach. Tech. & Ind. Mech										
Machine Tool Repair										
Mach. Trades Tech										
Mfg. Design Tech		●						●		
Mechanical Design										
Mechanical Drafting										
Mech. Drft. Design Tech	●P									

PLANNING & DEVELOPMENT REGIONS	11		12		13							14	
	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
MECH. & ENGINEERING-contd													
Auto Service Tech								●					
Aviation Elect													
Aviation Flight													
Aviation Flight Tech						●							
Aviation Maint						●							
Aviation Tech. AGR						●							
Bowling Equip. Tech													
Bowling Lane Mgmt						●							
Building Construction													
Building Matls. Tech						●							
Chemical Tech													
Drafting Tech													
Drafting Tech., Arch						●							
Drafting Tech., Ind						●							
Elect. Eng. Tech													
Electronics Tech. (Genl.)		●				●		●					
Elec. Tech. (Industrial)													
Eng. Tech													
Engineering Tech., Civil						●							
Foundry Tech													
Heating & Air Cond. Tech													
Industrial Elec													
Ind. Engineering Tech													
Industrial Tech													
Machine Design													
Mach. Tech. & Ind. Mech													
Machine Tool Repair													
Mach. Trades Tech						●							
Mfg. Design Tech		●						●					
Mechanical Design													
Mechanical Drafting													
Mech. Drft. Design Tech												●P	

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INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05		
OCCUPATIONAL PROGRAM ASSOCIATE DEGREE LEVEL continued	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester
MECH & ENGINEERING-contd																												
Mechanical Eng Tech		●	●					● P	●														●					
Metal Eng Tech																												
Metalurgical Eng Tech		●																										
Pollution Control																							●					
Pollution Tech																												
Printing Tech																												
Prof Foreman Tech			●												● P								●					
NATURAL SCIENCE																												
Earth & Sky Science																												
Food Mgmt																												
Food Service																												
Food Serv/Lodging Spvn		●													● P								●					
Forestry, Pre-Conservatn																												
Horticulture Tech																												
Institutional Foods Mgmt									●																			
Sc Natl Res & Environm																												
Science Technology																												
PUBLIC SERVICE																												
Criminal Justice Tech								●							● I											●		
Education Tech								●							● I													
Environmental Poll Control																												
Hazard Control Tech																												
Law Enforcement						●																						
Police, Law Enforc & Corr																												
Pre-School Education Tech				●																								
Prof Pilots Prog/A W O																												
Prof Public Pilot Serv																												
Public & Environm Affairs								●																				
Recreation Leadership																												

PLANNING & DEVELOPMENT REGIONS	06					07					08						09			10	11		12		13							14	
OCCUPATIONAL PROGRAM ASSOCIATE DEGREE LEVEL continued	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
MECH & ENGINEERING-contd																																	
Mechanical Eng Tech											● P						● P																
Metal Eng Tech																																	
Metalurgical Eng Tech																																	
Pollution Control																																	
Pollution Tech																																	
Printing Tech	●																																
Prof Foreman Tech																																	
NATURAL SCIENCE																																	
Earth & Sky Science																																	
Food Mgmt	●																																
Food Service																										●							
Food Serv/Lodging Spvn											● P																						
Forestry, Pre-Conservatn																																	
Horticulture Tech																										●							
Institutional Foods Mgmt																																	
Sc Natl Res & Environm																																	
Science Technology																									●								
PUBLIC SERVICE																																	
Criminal Justice Tech											● I						●			●													
Education Tech											● I																						
Environmental Poll Control											● P																						
Hazard Control Tech																				●													
Law Enforcement																										●							
Police, Law Enforc & Corr																																	
Pre-School Education Tech																																	
Prof Pilots Prog/A W O																										●							
Prof Public Pilot Serv																																	
Public & Environm Affairs											● I																						
Recreation Leadership																										●							

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INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
OCCUPATIONAL PROGRAM ASSOCIATE DEGREE LEVEL continued	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville-	IU Southeast	IVTC-Geo Rogers Clark TI
PUBLIC SERVICE-contd																																																													
Social Service Tech				●																																																									
Applied Fire Science				●					●																																																		
PRE-PROFESSIONAL																																																													
Agriculture																																																						●					●		
Business Admin																																																						●	●						
Business Educ																																																						●							
Dental Hygiene																																																						●							
Dentistry Pre-		●													●																																							●							
Distributive Edu																																																						●							
Education, Elem., Pre-																																																						●	●						
Education Sec., Pre-																																																						●	●						
Forestry																																																						●							
Home Economics																																																						●							
Laboratory Asst																																																						●							
Law, Pre-																																																						●	●						
Medical Record Adm																																																						●							
Medical Tech, Pre-																																																						●							
Medicine, Pre-		●													●																																							●							
Occupational Therapy, Pre-																																																						●							
Optometry, Pre-																																																						●							
Pharmacy, Pre-																																																						●							
Veterinary, Pre-																																																						●							
OTHERS																																																													
Stage Technology																																																●													
String Inst. Tech.																																																●													

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS CERTIFICATE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
BIOLOGICAL SCIENCES																																																													
COMMUNICATIONS																																																													
FINE AND APPLIED ARTS																																																													
FOREIGN LANGUAGES																																																													
HEALTH, PHYS. ED., & REC																																																												
HUMANITIES																																																													
INTERDISCIPLINATRY STUDIES																																																													
MATHEMATICS																																																													
PHYSICAL SCIENCES																																																													
Sciences																																																													
PSYCHOLOGY																																																													
SOCIAL SCIENCES																																																													

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS ASSOCIATE DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
BIOLOGICAL SCIENCES																																																													
Nat. Res. and Env. Sci																																																						●							
Sciences								●																															●/																						
COMMUNICATIONS																																																													
Journalism																																																						●					●		
FINE AND APPLIED ARTS																																																													
Art in Advertising																																																						●				●	●		
Music																																																						●					●		
Music Survey																																																						●							
Theatrical Production																																																						●							
FOREIGN LANGUAGES																																																													
Modern Foreign Languages																																																						●							
GENERAL STUDIES																																																												
Arts and Sciences																						●																																							
Liberal Arts																																											●																	●		
General Education																																																													
Liberal Studies																																													●																
HEALTH, PHYS. ED., AND REC																																																													
HUMANITIES																																																													
Humanities								●																															●/																						
English																																																						●							
Religions																																																											●		
MATHEMATICS																																																													
Mathematics, General																																																									●				
Pre-Engineering																																																						●			●				
PHYSICAL SCIENCES																																																													
Chemistry																																											●																	●		
Earth and Sky																																																						●							
General Science																																																						●							
Geography																																																						●							
Geology																																																						●							
SOCIAL SCIENCES																																																													
Behavioral Sciences																																																						●	●						
Social Sciences, General								●														●																	●															●	●						
Social Work																																																						●	●						

/ - Denotes Indiana University programs

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
GENERAL ARTS AND SCIENCE PROGRAMS BACCALAUREATE DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
BIOLOGICAL SCIENCES																						
Anatomy & Physiology																						
Bacteriology		●													● P							
Biochemistry																			●			
Biological Sciences		●													● P							
Biology	●	●			●	●	●	●		●	●		●	●	● P		●		●			●
Biomathematics																						
Biophysics																						
Botany																					●	
Entomology																						
Environmental Biology																						
Laboratory Technology																						
Microbiology																						
Molecular & Cell Biol.																						
Neurobiology																						
Mortuary Science																						
Organismal Biology																						
Physiology																						
Population Biology																						
Pre-dental																						
Pre-medical													●									
Zoology																						
COMMUNICATIONS																						
Communication Arts						●				●	●		●	●								
Communications, General		●													●							
Journalism																						
Political Journalism																						
Radio and Television																						
Radio, Television, Film																						
Speech		●			●										● I							
Speech, Deb., For. Sci.																						
Speech and Drama					●		●					●	●	●			●		●			

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
GENERAL ARTS AND SCIENCE PROGRAMS BACCALAUREATE DEGREE LEVEL	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
BIOLOGICAL SCIENCES																						
Anatomy & Physiology																						
Bacteriology	●													●								
Biochemistry	●																					
Biological Sciences	●																					
Biology	●		●			●	●		●	●	●	● *				●	● I			●		●
Biomathematics	●																					
Biophysics	●																					
Botany	●										●			●					●		●	
Entomology	●																					
Environmental Biology	●																					
Laboratory Technology	●																					
Microbiology	●																					
Molecular & Cell Biol.	●																					
Neurobiology	●																					
Mortuary Science																					●	
Organismal Biology	●																					
Physiology	●																					
Population Biology	●																					
Pre-dental	●																					
Pre-medical	●					●					●			●	●						●	●
Zoology	●										●			●					●			
COMMUNICATIONS																						
Communication Arts											●											
Communications, General	●																					
Journalism	●						●					●				●			●	●		
Political Journalism												●										
Radio and Television	●						●					●							●			
Radio, Television, Film	●																					
Speech	●		●				●							●			● I		●			
Speech, Deb., For. Sci.	●											●										
Speech and Drama			●			●			●	●	●			●		●			●		●	●

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
GENERAL ARTS AND SCIENCE PROGRAMS BACCALAUREATE DEGREE LEVEL	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
BIOLOGICAL SCIENCES																	
Anatomy & Physiology				●													
Bacteriology																	
Biochemistry																	
Biological Sciences																	
Biology			●	●				●	●				●	●	●	●	
Biomathematics																	
Biophysics									●								
Botany				●													
Entomology																	
Environmental Biology																	
Laboratory Technology																	
Microbiology																	
Molecular & Cell Biol.				●													
Neurobiology																	
Mortuary Science																	
Organismal Biology																	
Physiology																	
Population Biology																	
Pre-dental																	
Pre-medical															●		
Zoology				●													
COMMUNICATIONS																	
Communication Arts																	
Communications, General									●								
Journalism				●											●		
Political Journalism																	
Radio and Television				●													
Radio, Television, Film																	
Speech				●											●		
Speech, Deb., For. Sci.									●								
Speech and Drama								●							●		

I Indiana University Program
P Purdue University Program
* Life Sciences

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
GENERAL ARTS AND SCIENCES PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
Speech and Theatre								●														
FINE AND APPLIED ARTS																						
Applied Design																						
Art, General						●	●				●		●	●					●		●	
Art History																						
Arts and Crafts																						
Dance																						
Dramatic Arts																						
Theatre															●							
Theatre and Drama																						
Fine and Appl. Arts, gen.												●	●									
Fine Arts																						
Music (Lib. Arts)					●		●			●	●	●	●	●				●	●		●	
Music - Ballet																						
Music - Composition																						
Music (Choral, gen.)																						
Music: Harpsichord																						
Music: Jazz Studies																						
Music: Orchestral Ins																						
Music: Organ																						
Music: Performing																						
Music: Piano																						
Music: Piano, Accomp.																						
Music: Voice																						
Music: Theory																						
Music: Opera Scenic Tech.																						
Music (Symphonic Ins.)																						
Music (Theory & Comp.)																						
Sacred Music							●					●					●					
Visual Communications																						
Music, Outside Field																						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
GENERAL ARTS AND SCIENCES PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
Speech and Theatre												●										
FINE AND APPLIED ARTS																						
Applied Design	●																					
Art, General	●		●			●	●		●		●	●		●		●				●	●	●
Art History	●											●										
Arts and Crafts	●																					
Dance							●												●			
Dramatic Arts	●											●										
Theatre	●						●															
Theatre and Drama																						
Fine and Appl. Arts, gen.																	●					●
Fine Arts	●																●					
Music (Lib. Arts)			●			●			●		●	●		●		●			●		●	●
Music - Ballet																						
Music - Composition																						
Music (Choral, gen.)																						
Music: Harpsichord																						
Music: Jazz Studies																						
Music: Orchestral Ins																						
Music: Organ							●															
Music: Performing												●										
Music: Piano							●															
Music: Piano, Accomp.																						
Music: Voice							●															
Music: Theory																						
Music: Opera Scenic Tech.																						
Music (Symphonic Ins.)							●															
Music (Theory & Comp.)							●					●										
Sacred Music									●													
Visual Communications	●																					
Music, Outside Field																						

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
Speech and Theatre																	
FINE AND APPLIED ARTS																	
Applied Design																	
Art, General			●					●	●				●		●		
Art History																	
Arts and Crafts																	
Dance																	
Dramatic Arts																	
Theatre																	
Theatre and Drama				●													
Fine and Appl. Arts, gen.			●														
Fine Arts				●													
Music (Lib. Arts)			●	●				●							●		
Music - Ballet				●													
Music - Composition				●													
Music (Choral, gen.)								●									
Music: Harpsichord				●													
Music: Jazz Studies				●													
Music: Orchestral Ins				●													
Music: Organ				●													
Music: Performing																	
Music: Piano				●													
Music: Piano, Accomp.				●													
Music: Voice				●													
Music: Theory				●													
Music: Opera Scenic Tech.				●													
Music (Symphonic Ins.)				●													
Music (Theory & Comp.)																	
Sacred Music																	
Visual Communications																	
Music, Outside Field				●													

INSTRUCTIONAL PROGRAM INVENTORY

GENERAL ARTS AND SCIENCES PROGRAMS

BACCALAUREATE DEGREE LEVEL - cont.

PLANNING & DEVELOPMENT REGIONS	01							02						
	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame
FOREIGN LANGUAGES														
East Asian Lang & Lit														
French	●				●		●	●			●	●	●	●
German	●	●					●	●			●		●	●
Greek												●		
Hebrew														
Italian														
Japanese														
Latin					●								●	
Latin & Classical Greek							●							
Near East Lang & Lit														
Russian													●	●
Slavic Lang & Lit														
Spanish	●						●				●	●	●	●
Spanish and Portuguese														
GENERAL STUDIES														
Arts and Sciences											●			●
Creative Studies												●		
Liberal Arts						●								
HEALTH, PHYS ED & REC														
Health and Safety														
Physical Education		●										●		
Phys Ed & Health (men)														
Phys Ed & Health (wom)														
Recreation														
HUMANITIES														
Comparative Literature														
Creative Writing														
English, American Lit		●												
English, General	●	●						●						

PLANNING & DEVELOPMENT REGIONS	03								04			05		
	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester
FOREIGN LANGUAGES														
East Asian Lang & Lit														
French	●I						●		●		●			●
German	●I		●						●		●			●
Greek														
Hebrew			●											
Italian														
Japanese														
Latin														
Latin & Classical Greek			●								●			
Near East Lang & Lit														
Russian									●		●			
Slavic Lang & Lit														
Spanish	●I						●		●		●			●
Spanish and Portuguese														
GENERAL STUDIES														
Arts and Sciences														
Creative Studies														
Liberal Arts							●		●					
HEALTH, PHYS ED & REC														
Health and Safety									●					
Physical Education									●					
Phys Ed & Health (men)									●					
Phys Ed & Health (wom)									●					
Recreation														
HUMANITIES														
Comparative Literature														
Creative Writing									●					
English, American Lit	●I								●					
English, General	●I								●					

PLANNING & DEVELOPMENT REGIONS	06					07					08					
	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
FOREIGN LANGUAGES																
East Asian Lang & Lit																
French	●		●		●	●		●		●	●I		●	●	●	●
German	●		●			●		●			●I		●	●	●	●
Greek																
Hebrew																
Italian																
Japanese																
Latin	●					●		●								●
Latin & Classical Greek								●					●			
Near East Lang & Lit																
Russian	●					●		●								
Slavic Lang & Lit																
Spanish	●		●	●		●		●		●	●I		●	●	●	●
Spanish and Portuguese																
GENERAL STUDIES																
Arts and Sciences								●								
Creative Studies																
Liberal Arts																
HEALTH, PHYS ED & REC																
Health and Safety	●					●										
Physical Education						●					●I			●		
Phys Ed & Health (men)	●					●										
Phys Ed & Health (wom)	●					●										
Recreation						●										
HUMANITIES																
Comparative Literature																
Creative Writing											●I					
English, American Lit											●I					
English, General	●					●					●P		●			

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
FOREIGN LANGUAGES																	
East Asian Lang & Lit				●													
French			●	●				●						●	●		
German			●	●				●							●		
Greek																	
Hebrew																	
Italian				●													
Japanese			●														
Latin								●						●			
Latin & Classical Greek																	
Near East Lang & Lit				●													
Russian																	
Slavic Lang & Lit				●													
Spanish			●					●	●								
Spanish and Portuguese				●													
GENERAL STUDIES																	
Arts and Sciences															●		
Creative Studies																	
Liberal Arts													●				
HEALTH, PHYS ED & REC																	
Health and Safety				●													
Physical Education				●													
Phys Ed & Health (men)																	
Phys Ed & Health (wom)																	
Recreation				●													
HUMANITIES																	
Comparative Literature				●													
Creative Writing																	
English, American Lit																	
English, General				●					●							●	

I Indiana University Program
P Purdue University Program

INSTRUCTIONAL PROGRAM INVENTORY

GENERAL ARTS AND SCIENCE PROGRAM

BACCALAUREATE DEGREE LEVEL-cont.

PLANNING & DEVELOPMENT REGIONS	01							02							03							
	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
English, Journalism										●												
English, Literature		●			●		●			●	●	●	●	●	●P		●		●		●	●
English, Linguistics															●I							
Folklore																						
Humanities																						
Linguistics																						
Literature, American																						
Pre-Theology																	●					
Religion																						
Religions							●				●			●								
Religious Education																						
Religious Ed & Bible										●		●						●	●			
Theology					●								●					●				
The Classics							●															
INTERDISCIPLINARY STUDIES																						
Afro-American Studies																						
Asian Studies																						
Biological & Phys Sci																						
Classical Studies																						
Environmental Studies																						
Hungarian Studies																						
Latin American Studies																						
Liberal Studies																						
Metropolitan Studies																						
Urban & Regional Studies																						
Interdepartmental																						
Interdept. (Sci. & Cult)																						
Independent Learning Prog																						
Cross-National Study of American Education																						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
English, Journalism	●																					●
English, Literature	●		●			●			●	●	●			●		●			●	●	●	●
English, Linguistics																						
Folklore																						
Humanities												●										
Linguistics	●																					
Literature, American	●																					
Pre-Theology						●															●	
Religion																			●			
Religions			●			●			●		●			●		●						
Religious Education																						●
Religious Ed & Bible									●	●	●										●	
Theology										●												
The Classics																						
INTERDISCIPLINARY STUDIES																						
Afro-American Studies	●											●										
Asian Studies	●		●																			
Biological & Phys Sci	●																					
Classical Studies																						
Environmental Studies																						
Hungarian Studies																						
Latin American Studies																						
Liberal Studies				●																		
Metropolitan Studies																	●I					
Urban & Regional Studies							●															
Interdepartmental																				●		
Interdept. (Sci. & Cult)	●																					
Independent Learning Prog																						
Cross-National Study of American Education							●															

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
English, Journalism													●				
English, Literature			●					●						●	●		
English, Linguistics																	
Folklore				●													
Humanities																	
Linguistics				●													
Literature, American																	
Pre-Theology															●		
Religion				●													
Religions			●					●					●		●		
Religious Education																	
Religious Ed & Bible																	
Theology																	
The Classics																	
INTERDISCIPLINARY STUDIES																	
Afro-American Studies				●													
Asian Studies																	
Biological & Phys Sci																	
Classical Studies				●													
Environmental Studies				●													
Hungarian Studies				●													
Latin American Studies				●													
Liberal Studies																	
Metropolitan Studies																	
Urban & Regional Studies				●													
Interdepartmental																	
Interdept. (Sci. & Cult)																	
Independent Learning Prog				●													
Cross-National Study of American Education																	

I Indiana University Program
P Purdue University Program

INSTRUCTIONAL PROGRAM INVENTORY

GENERAL ARTS AND SCIENCES PROGRAMS

BACCALAUREATE DEGREE LEVEL - cont.

PLANNING & DEVELOPMENT REGIONS	01							02						
	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame
MATHEMATICS														
Mathematics	●	●			●	●	●	●		●	●	●	●	●
Mathematics & Comp Sci		●												
Mathematical Economics														
Mathematics (Lib Arts)														
Statistics		●												
PHILOSOPHY														
Philosophy						●	●	●						●
Scholastic Philosophy					●								●	
PHYSICAL SCIENCES														
Astronomy														
Astrophysics														
Atmospheric Sciences														
Chemistry	●	●			●		●	●		●	●		●	●
Earth Resources														
Earth Science														
Engineering Geology														
General Science										●	●	●	●	
Geochemistry														
Geology	●				●		●						●	
Geophysics														
Paleontology-Paleoecology														
Physics	●				●		●	●			●		●	●
Physical Science														
Natural Resources														
PSYCHOLOGY														
Psychology	●	●			●	●	●	●			●	●	●	●
Psychology, Sociol Comb														

PLANNING & DEVELOPMENT REGIONS	03								04			05		
	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester
MATHEMATICS														
Mathematics	●P				●		●	●	●		●			●
Mathematics & Comp Sci	●P								●					
Mathematical Economics														
Mathematics (Lib Arts)														
Statistics	●P								●					
PHILOSOPHY														
Philosophy	●P		●		●				●		●			●
Scholastic Philosophy							●							
PHYSICAL SCIENCES														
Astronomy														
Astrophysics									●					
Atmospheric Sciences									●					
Chemistry	●P				●		●	●	●		●			●
Earth Resources									●					
Earth Science									●					
Engineering Geology									●					
General Science							●		●					●
Geochemistry									●					
Geology	●I								●					
Geophysics									●					
Paleontology-Paleoecology									●					
Physics	●P								●		●			●
Physical Science								●						
Natural Resources														
PSYCHOLOGY														
Psychology	●P		●		●		●		●		●			●
Psychology, Sociol Comb			●											

PLANNING & DEVELOPMENT REGIONS	06					07					08					
	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
MATHEMATICS																
Mathematics	●		●	●	●	●		●	●	●	●P			●	●	●
Mathematics & Comp Sci	●										●P					
Mathematical Economics	●															
Mathematics (Lib Arts)	●															
Statistics											●P					
PHILOSOPHY																
Philosophy	●		●		●	●		●			●I		●	●	●	●
Scholastic Philosophy																
PHYSICAL SCIENCES																
Astronomy																
Astrophysics																
Atmospheric Sciences																
Chemistry	●		●	●	●	●		●	●	●	●IP		●	●	●	●
Earth Resources																
Earth Science						●									●	
Engineering Geology																
General Science										●						
Geochemistry																
Geology	●					●		●			●I					
Geophysics																
Paleontology-Paleoecology																
Physics	●		●		●	●		●	●		●P		●	●	●	
Physical Science																●
Natural Resources	●															
PSYCHOLOGY																
Psychology	●		●	●	●	●		●		●	●IP		●	●	●	●
Psychology, Sociol Comb																

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14		
	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI	
MATHEMATICS																		
Mathematics			●	●				●	●				●		●			
Mathematics & Comp Sci				●														
Mathematical Economics																		
Mathematics (Lib Arts)																		
Statistics																		
PHILOSOPHY																		
Philosophy			●	●				●	●					●	●			
Scholastic Philosophy																		
PHYSICAL SCIENCES																		
Astronomy				●														
Astrophysics				●														
Atmospheric Sciences																		
Chemistry			●	●				●	●					●	●	●		
Earth Resources																		
Earth Science																		
Engineering Geology																		
General Science																		
Geochemistry																		
Geology			●	●				●										
Geophysics																		
Paleontology-Paleoecology																		
Physics			●	●				●							●			
Physical Science																		
Natural Resources																		
PSYCHOLOGY																		
Psychology			●	●				●	●									
Psychology, Sociol Comb																		

I Indiana University Program
P Purdue University Program

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
GENERAL ARTS AND SCIENCES PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
SOCIAL SCIENCES																						
American History		●																				
American Studies																			●			
Anthropology													●									
Criminology																						
Economics	●	●				●	●	●			●		●	●	I							●
Geography							●															
History	●				●	●	●	●		●	●	●	●	●	I		●		●			●
History (Amer., World)																						
History (European)		●																				
Human Relations																						
International Relations																						
Marriage Fam. Relat.																						
Peace Studies																						
Political Science	●	●			●	●	●	●			●		●	●	I							
Poli. Sci. & Govt.		●																				
Social Sciences, Gen.		●						●		●	●	●									●	●
Social Studies																						
Sociology	●	●			●	●	●	●		●	●	●	●	●	I		●		●			
Urban Affairs																						
World History																						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
GENERAL ARTS AND SCIENCES PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
SOCIAL SCIENCES																						
American History	●																					
American Studies									●										●			
Anthropology	●						●					●		●								
Criminology												●										
Economics	●		●			●	●		●		●	●		●	●		I		●	●	●	●
Geography							●					●										
History	●		●			●	●		●	●	●	●		●		●	I		●	●	●	●
History (Amer., World)	●																					
History (European)																						
Human Relations																					●	
International Relations	●																					
Marriage Fam. Relat.									●													
Peace Studies						●																
Political Science	●		●				●		●		●			●					●	●	●	
Poli. Sci. & Govt.	●											●										
Social Sciences, Gen.	●								●	●	●	●				●						●
Social Studies																						
Sociology	●					●	●		●	●	●	●		●		●	I		●	●	●	●
Urban Affairs																						
World History	●																					

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
SOCIAL SCIENCES																	
American History																	
American Studies																	
Anthropology				●													
Criminology																	
Economics			●	●				●	●						●	●	
Geography				●													
History			●	●				●	●				●	●	●	●	
History (Amer., World)																	
History (European)																	
Human Relations																	
International Relations																	
Marriage Fam. Relat.																	
Peace Studies																	
Political Science			●	●				●							●	●	
Poli. Sci. & Govt.									●								
Social Sciences, Gen.									●				●		●		
Social Studies																	
Sociology			●	●				●	●						●	●	
Urban Affairs															●		
World History																	

I Indiana University Program
P Purdue University Program

INSTRUCTIONAL PROGRAM INVENTORY

GENERAL ARTS AND SCIENCES PROGRAMS

MASTER'S DEGREE LEVEL

PLANNING & DEVELOPMENT REGIONS	01							02							03							
	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
BIOLOGICAL SCIENCES																						
Anatomy																						
Anatomy & Physiology																						
Bacteriology													●									
Biochemistry																						
Biology		●											●									
Biomathematics															●P							
Bionucleanis																						
Biophysics																						
Botany																						
Botany and Plant Pathology																						
Cell Biology																						
Entomology																						
Environmental Biology																						
Evolutionary Biology																						
Microbiology																						
Neurobiology and Behavior																						
Organismal Biology																						
Physiological Optics																						
Physiology																						
Plant Physiology																						
Population Biology																						
Psychobiology																						
Theoretical Biology																						
Zoology																						
COMMUNICATIONS																						
Communication Arts													●									
Journalism																						
Mass Communications																						
Radio and Television																						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
BIOLOGICAL SCIENCES																						
Anatomy	●																					
Anatomy & Physiology	●																					
Bacteriology	●																					
Biochemistry	●																●I*					
Biology	●						●					●*					●I		●			
Biomathematics	●																					
Bionucleanis	●																					
Biophysics	●																					
Botany	●																		●		●	
Botany and Plant Pathology	●																					
Cell Biology	●																					
Entomology	●																					
Environmental Biology	●																					
Evolutionary Biology	●																					
Microbiology	●																					
Neurobiology and Behavior	●																					
Organismal Biology	●																					
Physiological Optics	●																					
Physiology							●															
Plant Physiology																						
Population Biology																						
Psychobiology																						
Theoretical Biology																						
Zoology														●								
COMMUNICATIONS																						
Communication Arts																						
Journalism							●															
Mass Communications																						
Radio and Television							●															

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
BIOLOGICAL SCIENCES																	
Anatomy																	
Anatomy & Physiology				●													
Bacteriology																	
Biochemistry				●													
Biology				●													
Biomathematics																	
Bionucleanis																	
Biophysics																	
Botany				●													
Botany and Plant Pathology																	
Cell Biology																	
Entomology																	
Environmental Biology																	
Evolutionary Biology																	
Microbiology				●													
Neurobiology and Behavior																	
Organismal Biology																	
Physiological Optics				●													
Physiology																	
Plant Physiology																	
Population Biology																	
Psychobiology																	
Theoretical Biology																	
Zoology				●													
COMMUNICATIONS																	
Communication Arts																	
Journalism				●													
Mass Communications																	
Radio and Television				●													

I Indiana University Program
P Purdue University Program
* Life Sciences
■ Joint program with IU Bloomington

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS MASTER'S DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
Speech																													●																				●													
Speech, Deb., For. Sci.																							●																																							
Speech and Drama																							●																																							
Speech (Radio, TV, Theatre)																																		●																											
FINE AND APPLIED ARTS																																																													
Art, general											●											●						●					●																												
Arts, Administration																																															●													
Dance																																									●																				
Dramatic Arts																							●																																							
Fine and Appl. Arts, gen.											●											●																																							
Fine Arts																							●																									●													
Music (Lib. Arts)											●																	●					●							●							●													
Music - Ballet																																																●													
Music - Composition																																																●													
Music: Harpsichord																																																●													
Music: Orchestral Ins.																																																●													
Music: Organ																																																●													
Music: Piano																																																●													
Music: Theory																																																●													
Music: Voice																																																●													
Musical Theat. Stg. Tech.																																																●													
Musicology																																																●													
Sacred Music							●																																																						
Theatre and Drama																							●																									●													
Stage Direction for Opera																																																●													
Music: Woodwinds																																																●													
Music: Choral Conducting																																																●													
Music: Math & Automated																																																●													
Music: String																																																●													
Music: Voice Pedagogy																																																●													
Music: Double Major																																																●													
Music: Choral General																													●																																	
Music: Instrumental																													●																																	
Music: Inst. Conducting																																																●													
Music: Organ & Church Music																																																●													

GENERAL ARTS AND SCIENCES PROGRAMS

MASTER'S DEGREE LEVEL - cont.

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06				
	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor
FOREIGN LANGUAGES																																	
East Asian Lang & Lit																																	
French													●										●						●				
German													●										●						●				
Germanic Languages																																	
Italian																																	
Latin													●																●				
Near East Lang & Lit																																	
Russian and E European													●										●										
Slavic Languages																							●										
Slavic Lang & Lit																																	
Spanish													●										●						●				
Spanish and Portuguese																																	
Uralic & Altaic Studies																																	
HEALTH, PHYS ED & REC																																	
Health and Safety																							●						●				
Health Science																													●				
Physical Education																							●						●				
Public Health																																	
Recreation																							●										
HUMANITIES																																	
Comparative Literature																							●										
English		●																					●						●				
English, Literature													●							●			●										
Folklore																																	
History & Phil of Science																																	
Humanities																																	
Letters																																	
Linguistics																							●						●				
Literature Criticism																							●										

PLANNING & DEVELOPMENT REGIONS	07					08						09			10	11		12		13							14	
	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
FOREIGN LANGUAGES																												
East Asian Lang & Lit															●													
French	●														●													
German																												
Germanic Languages															●													
Italian															●													
Latin	●																											
Near East Lang & Lit															●													
Russian and E European															●													
Slavic Languages																												
Slavic Lang & Lit															●													
Spanish	●																											
Spanish and Portuguese															●													
Uralic & Altaic Studies															●													
HEALTH, PHYS ED & REC																												
Health and Safety	●														●													
Health Science																												
Physical Education	●														●													
Public Health															●													
Recreation	●														●													
HUMANITIES																												
Comparative Literature															●													
English	●														●													
English, Literature								●		●																		
Folklore															●													
History & Phil of Science															●													
Humanities	●																									●		
Letters															●													
Linguistics															●													
Literature Criticism																												

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS MASTER'S DEGREE LEVEL - cont	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
Medical Institute													●																																																
Religion													●																																		●	●													
							●																																																						
INTERDISCIPLINARY STUDIES																																																													
Biological & Phys. Sci.																							●																																						
Classical Archaeology																																																●													
Classical Studies																																																●													
E. Asian Studies Program																																																●													
Hungarian Studies																																																●													
Latin American Studies																													●																			●													
West European Studies																																																●													
MATHMATICS																																																													
Mathematics		●											●		● P								●						●					●			●		● P									●													
Mathematics (opt. in Comptive)																																																													
Mathematical Stats		●													● P								●						●										● P																						
Stat. Math & Appl. Stat.																							●																																						
PHILOSOPHY																																																													
Philosophy																							●						●					●														●													
Scholastic Philosophy													●																																															
PHYSICAL SCIENCES																																																													
Astronomy																																																●													
Atmospheric Sciences																							●																																						
Biochemistry																							●																● I									●													
Chemistry													●										●						●					●		●	●		● P		●							●													
Earth Resources																							●																																						
Earth Science													●										●						●					●														●													
General Science																													●					●														●													
Geochemistry																							●																																						
Geology																							●						●																			●													
I Indiana University Program																																																													
P Purdue University Program																																																													
■ Joint Program with IU Bloomington																																																													

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS MASTER'S DEGREE LEVEL - cont.	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary-of-the-Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
Geophysic																							●																																						
Geo-Sciences																							●																																						
Natural Resources																							●						●																																
Paleontology - Paleoecology																							●																																						
Pharmaceutical Chemistry																							●																																						
Physical Science													●																																																
Physics													●										●						●					●							●							●													
PSYCHOLOGY																																																													
Adult Clinical Psych.																							●																																						
Child Clinical Psych.																							●																																						
Consumer Psych.																							●																																						
Engineering Psych.																							●																																						
Experimental Child Psych.																							●																																						
Experimental Psych.																							●																																						
Industrial Psych.																																							●																						
Mathematical Psych.																							●																																						
Measurement Psych.																							●																																						
Neuropsychology																							●																																						
Personality Psychology																							●																																						
Pre-counseling Psycho.																													●																																
Psychology							●						●								●		●						●					●					●		●							●													
Psychology, pre-clinical																					●								●																																
Psychometry																					●								●																																
School Psychology																																		●																											
Social Psychology																							●						●																																
SOCIAL SCIENCES																																																													
American History																							●						●																																
American Studies													●										●																																						
Anthropology																							●						●																			●													
Criminology																																		●																											

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02						
GENERAL ARTS AND SCIENCES PROGRAMS MASTER'S DEGREE LEVEL - cont.	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame
Economics													●	
Geography							●							
History		●					●						●	
History - English														
History - World														
Hist. and Phil. of Sci.													●	
Political Science													●	
Political Sci. and Govt.														
Social Studies														
Social Science														
Sociology							●						●	

PLANNING & DEVELOPMENT REGIONS	03								04			05		
GENERAL ARTS AND SCIENCES PROGRAMS MASTER'S DEGREE LEVEL - cont.	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester
Economics									●					
Geography														
History									●					
History - English									●					
History - World									●					
Hist. and Phil. of Sci.														
Political Science									●					
Political Sci. and Govt.									●					
Social Studies														
Social Science														
Sociology									●					

PLANNING & DEVELOPMENT REGIONS	06					07					08					
GENERAL ARTS AND SCIENCES PROGRAMS MASTER'S DEGREE LEVEL - cont.	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
Economics	●					●							●			
Geography	●					●										
History	●					●							●		●	
History - English	●															
History - World	●															
Hist. and Phil. of Sci.																
Political Science	●												●			
Political Sci. and Govt.						●										
Social Studies																
Social Science	●					●										
Sociology	●					●										

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS MASTER'S DEGREE LEVEL - cont.	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
Economics				●													
Geography				●													
History				●													
History - English																	
History - World																	
Hist. and Phil. of Sci.																	
Political Science				●													
Political Sci. and Govt.																	
Social Studies				●													
Social Science																	
Sociology				●													

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS INTERMEDIATE DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
BIOLOGICAL SCIENCES																																																													
COMMUNICATIONS																																																													
FINE AND APPLIED ARTS																																																													
Music																													●																																
FOREIGN LANGUAGES																																																													
HEALTH, PHYS. ED. AND REC.																																																													
Health Science																													●																																
HUMANITIES																																																													
INTERDISCIPLINARY STUDIES																																																													
MATHEMATICS																																																													
PHYSICAL SCIENCES																																																													
PSYCHOLOGY																																																													
Psychometry																													●																																
Guidance and Counseling																													●																																
SOCIAL SCIENCES																																																													
Social Science																													●																																
Anthropology																													●																																
Sociology																													●																																

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS DOCTORAL DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
BIOLOGICAL SCIENCE																																																													
Anatomy																							●																																						
Anatomy & Physiology																							●																									●													
Bacteriology													●										●																																						
Biochemistry													●										●																●/									●													
Biology													●										●											●*																											
Biomathematics																							●																																						
Biophysics													●										●																																						
Botany																							●																									●													
Botany & Plant Pathology																							●																																						
Cell Biology																							●																																						
Ecology																							●																																						
Embryology																							●																																						
Entomology																							●																																						
Environmental Biology																							●																																						
Evolutionary Biology																							●																																						
Genetics																							●																									●													
Immunology																							●																																						
Microbiology																							●																									●													
Molecular Biology																							●																																						
Nevrobiology & Behavior																							●																																						
Organismal Biology																							●																																						
Phsiology																							●																																						
Plant Physciology																							●																																						
Population Biology																							●																																						
Psychobiology																							●																																						
Theoretical Biology																							●																																						
Zoology																							●																									●													

/ Indiana University Program
■ Joint Program with IU Bloomington
* Life Sciences

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS DOCTORAL DEGREE LEVEL - cont	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippecanoe TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
COMMUNICATIONS																																																													
Mass Communications																						●																									●													
Speech																																															●													
FINE AND APPLIED ARTS																																															●													
Arts Administration																																															●													
Fine Arts																																																													
Music																												●																			●													
Music Ch Cond Perf Lit																																															●													
Music Compostion																																															●													
Music Instr Conducting																																															●													
Music Lit Pedagogy																																																													
(Piano, Brass, Voice)																																															●													
Music Lit Performance																																															●													
Music Lit, Perf Woodwinds																																															●													
Music Op Cond, Perf Lit Woodwind																																															●													
Music Education																																															●													
Musicology																																															●													
Music Theory																																															●													
Theatre and Drama																																															●													
FOREIGN LANGUAGES																																																													
East Asian Langs & Lit																																															●													
French																																															●													
Germanic Languages																																															●													
Italian																																															●													
Near East Langs & Lit																																															●													
Slavic Langs & Lit																																															●													
Spanish and Portuguese																																															●													
Uralic & Altaic Studies																																															●													
HEALTH, PHYS ED & REC																																																													
Health and Safety																						●																									●													
Health, Phys Ed & Rec																						●																									●													

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
GENERAL ARTS AND SCIENCE PROGRAMS DOCTORAL DEGREE LEVEL - cont	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
Human Performance																							●																									●													
Physical Education																							●																									●													
Recreation																																																●													
HUMANITIES																																																													
Comparative Literature																							●																									●													
English																							●						●																			●													
English. Literature													●										●																																						
Folklore																																																●													
Hist. and Phil. of Science																																																●													
Linguistics																																																●													
Medieral Institute													●																																																
INTERDISCIPLINARY STUDIES																																																													
American Studies																							●																																						
Classical Archaeology																																																●													
MATHEMATICS																																																													
Applied Mathematics																							●																																						
Mathematics													●										●																									●													
Operations Research																							●																																						
Stat. Math & Theoretical																							●																																						
PHILOSOPHY																																																													
Philosophy																							●																									●													
Scholastic Philosophy													●																																																
PHYSICAL SCIENCES																																																													
Analytic Chemistry																							●																																						
Astronomy																																																●													
Astrophysics																							●																									●													
Atmospheric Sciences																							●																																						
Biochemistry																							●																	●/								●													

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GENERAL ARTS AND SCIENCES PREGRAM

DOCTORAL DEGREE LEVEL - cont.

PLANNING & DEVELOPMENT REGIONS	01							02							03							
	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State
Biophysics																						
Chemical Physics													●									
Chemistry													●									
Earth Resources																						
Engineering Geology																						
Geochemistry																						
Geology																						
Geophysics																						
Geosciences																						
Inorganic Chemistry																						
Mathematical Physics																						
Organic Chemistry																						
Paleontology - Paleoecology																						
Physical Chemistry																						
Physics													●									
PSYCHOLOGY																						
Adult & Clinical Psych																						
Child Psychology																						
Consumer Psychology																						
Experimental Psychology																						
Experimental Child Psych																						
Engineering Psychology																						
Learning Psychology																						
Mathematical Psychology																						
Measurement Psychology																						
Neuropsychology																						
Organizational Psychology																						
Personality Psychology																						
Psychology													●									
Social Psychology																						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08						09		
	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham
Biophysics	●																								
Chemical Physics	●																								
Chemistry	●																								
Earth Resources	●																								
Engineering Geology	●																								
Geochemistry	●																								
Geology	●																								
Geophysics	●																								
Geosciences	●																								
Inorganic Chemistry	●																								
Mathematical Physics	●																								
Organic Chemistry	●																								
Paleontology - Paleoecology	●																								
Physical Chemistry	●																								
Physics	●																								
PSYCHOLOGY																									
Adult & Clinical Psych	●																								
Child Psychology	●																								
Consumer Psychology	●																								
Experimental Psychology	●																								
Experimental Child Psych	●																								
Engineering Psychology	●																								
Learning Psychology	●																								
Mathematical Psychology	●																								
Measurement Psychology	●																								
Neuropsychology	●																								
Organizational Psychology	●																								
Personality Psychology	●																								
Psychology	●																								
Social Psychology	●																								

PLANNING & DEVELOPMENT REGIONS	10	11		12		13							14	
	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
Biophysics	●													
Chemical Physics	●													
Chemistry	●													
Earth Resources														
Engineering Geology														
Geochemistry														
Geology	●													
Geophysics														
Geosciences														
Inorganic Chemistry														
Mathematical Physics	●													
Organic Chemistry														
Paleontology - Paleoecology														
Physical Chemistry														
Physics	●													
PSYCHOLOGY														
Adult & Clinical Psych														
Child Psychology														
Consumer Psychology														
Experimental Psychology														
Experimental Child Psych														
Engineering Psychology														
Learning Psychology														
Mathematical Psychology														
Measurement Psychology														
Neuropsychology														
Organizational Psychology														
Personality Psychology														
Psychology	●													
Social Psychology														

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
GENERAL ARTS AND SCIENCES PROGRAMS DOCTORAL LEVEL - continued	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
SOCIAL SCIENCES																																																													
Anthropology																							●																									●													
Economics													●										●																									●													
Geography																																		●														●													
History													●										●																									●													
Political Science													●																																			●													
Polit Sc & Government																							●																																						
Sociology													●										●																									●													
Social Sciences																													●																																
																													●																																
SCIENCES																																																													
Science																																																													

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
PROFESSIONAL PROGRAMS BACCALAUREATE DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
AGRICULTURE & NAT RESOURCES																																																													
Agri. Communications																						●																																							
Agri. Economics																						●																																							
Agri. Mechanization																						●																																							
Agri. Meteorology																						●																																							
Agri. Science																						●																																							
Agronomy																						●																																							
Animal Science																						●																																							
Biochemistry																						●																																							
Community Development																						●																																							
Conservation																						●																																							
Entomology																						●																																							
Food Business Mgt																						●																																							
Food Science																						●																																							
Forest Production																						●																																							
Forestry																																											●																		
General Agri.																						●																																							
Horticulture																						●																																							
International Agri.																						●																																							
Landscape Arch																						●																																							
Mgt. Business & Farm																						●																																							
Natural Resources & Envir																						●																																							
Plant Protection																						●																																							
Preveterinary																						●																																							
Soil & Crop Science																						●																																							
Turf																						●																																							
Urban & Ind. Pest Control																						●																																							
Wildlife Science																						●																																							
Wood Utilization																						●																																							

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02						
PROFESSIONAL PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame
ARCHITECTURE & ENV DES														
Architecture													●	
Industrial Design														
Landscape Arch														
BUSINESS & MANAGEMENT														
Accounting	●				●	●	●	●					●	
Applied Urban Economics														
Banking & Finance														
Business Administration										●				
Business - Commerce											●			
Business Economics		●					●							
Bus Ec & Publ Policy														
Bus Ed														
Business, general					●							●		
Business Journalism														
Business Law														
Bus Mgmt & Admin														
Coop Graphic Arts Mgt														
Finance								●						
Finance, Banking					●		●						●	
General Bus Admin														
Industrial Mgmt		●												
Information Processing														
Insurance														
Ins & Actuarial Science														
Management					●	●							●	
Mgmt & Administration	●							●						
Mgmt & Marketing							●							
Marketing	●				●			●					●	
Marketing/Advertising														
Marketing & Purchasing														
Merchandising Mgmt														
Office Administration														
Office Management														
Personnel & Indust Rel														
Quantitative Methods														
Real Estate Administra														
Secretarial														
Secretarial Studies														
Supervision (Maint.)		●												
Supervision (Option)		●												
Transportation														
Trans & Pub Utilities														

PLANNING & DEVELOPMENT REGIONS	03								04			05		
PROFESSIONAL PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester
ARCHITECTURE & ENV DES														
Architecture														
Industrial Design									●					
Landscape Arch														
BUSINESS & MANAGEMENT														
Accounting	●I							●	●					●
Applied Urban Economics														
Banking & Finance														
Business Administration					●		●							●
Business - Commerce					●									●
Business Economics														
Bus Ec & Publ Policy	●I								●					
Bus Ed														
Business, general								●						●
Business Journalism														
Business Law														
Bus Mgmt & Admin									●					
Coop Graphic Arts Mgt														
Finance	●I								●					
Finance, Banking														
General Bus Admin														
Industrial Mgmt									●					
Information Processing								●						
Insurance														
Ins & Actuarial Science														
Management								●						
Mgmt & Administration	●I								●					
Mgmt & Marketing														
Marketing	●I							●	●					
Marketing/Advertising														
Marketing & Purchasing														
Merchandising Mgmt														
Office Administration														
Office Management														
Personnel & Indust Rel									●					
Quantitative Methods									●					
Real Estate Administra														
Secretarial														
Secretarial Studies														
Supervision (Maint.)	●P								●					
Supervision (Option)	●P								●					
Transportation								●						
Trans & Pub Utilities	●P								●					

PLANNING & DEVELOPMENT REGIONS	06					07					08					
PROFESSIONAL PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
ARCHITECTURE & ENV DES																
Architecture	●															
Industrial Design																
Landscape Arch	●															
BUSINESS & MANAGEMENT																
Accounting	●		●			●					●I		●			●
Applied Urban Economics																
Banking & Finance																
Business Administration					●					●			●		●	●
Business - Commerce					●	●										●
Business Economics								●								
Bus Ec & Publ Policy																
Bus Ed																
Business, general			●			●								●		
Business Journalism																
Business Law																
Bus Mgmt & Admin																
Coop Graphic Arts Mgt	●															
Finance						●					●I					
Finance, Banking																
General Bus Admin	●															
Industrial Mgmt																
Information Processing																
Insurance																
Ins & Actuarial Science																
Management						●										
Mgmt & Administration											●I					
Mgmt & Marketing				●												
Marketing	●					●					●I					
Marketing/Advertising																
Marketing & Purchasing																
Merchandising Mgmt																
Office Administration	●					●										
Office Management																
Personnel & Indust Rel																
Quantitative Methods																
Real Estate Administra																
Secretarial						●							●			
Secretarial Studies																
Supervision (Maint.)											●P					
Supervision (Option)											●P					
Transportation																
Trans & Pub Utilities																

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
PROFESSIONAL PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
ARCHITECTURE & ENV DES																	
Architecture																	
Industrial Design																	
Landscape Arch																	
BUSINESS & MANAGEMENT																	
Accounting				●					●				●		●	●	
Applied Urban Economics																	
Banking & Finance									●								
Business Administration								●									
Business - Commerce									●								
Business Economics															●		
Bus Ec & Publ Policy				●												●	
Bus Ed				●													
Business, general															●		
Business Journalism				●													
Business Law																	
Bus Mgmt & Admin									●								
Coop Graphic Arts Mgt																	
Finance				●													
Finance, Banking															●		
General Bus Admin																	
Industrial Mgmt				●													
Information Processing																	
Insurance				●													
Ins & Actuarial Science				●													
Management													●		●		
Mgmt & Administration				●												●	
Mgmt & Marketing																	
Marketing				●											●		
Marketing/Advertising				●													
Marketing & Purchasing									●								
Merchandising Mgmt				●													
Office Administration																	
Office Management				●													
Personnel & Indust Rel				●													
Quantitative Methods				●													
Real Estate Administra				●													
Secretarial															●		
Secretarial Studies									●								
Supervision (Maint.)																	
Supervision (Option)																	
Transportation																	
Trans & Pub Utilities				●													

I Indiana University Program
P Purdue University Program

INSTRUCTIONAL PROGRAM INVENTORY

PROFESSIONAL PROGRAMS

BACCALAUREATE DEGREE LEVEL - cont.

PLANNING & DEVELOPMENT REGIONS		COMPUTER & INFORM SERV					EDUCATION																													
		Computer, general	Computer Science	Computer Tech	Data Processing	Systems Analysis	Agriculture (Ed)	Arts and/or Crafts (Ed)	Audiovisual Services	Biology (Ed)	Business (Ed)	Chemistry (Ed)	Distributive Educ	Driver and Safety Educ	Earth Science (Ed)	Educational Admin	Education General	Educational Psychology	Elementary Educ	El Ed Kindergarten	English (Ed)	Fine Arts (Ed)	Foreign Languages	French	German	Latin	Russian	Spanish	Health Educ	Health & Safety (Ed)	Home Economics Ed	Home Ec Voc Ed
01	IU Northwest									●		●							●		●			●				●				
	PU Calumet									●		●							●													
	PU North Central																															
	IVTC-Northwest T1																															
	St Joseph Rensselaer																		●													
	St Joseph Calumet							●		●	●								●													
	Valparaiso																		●													
02	IU South Bend									●		●							●		●				●							
	IVTC-St Joseph Valley T1																															
	Bethel																		●													
	Goshen																		●													
	Grace																		●													
	Notre Dame															●			●													
	St Mary's Notre Dame							●			●								●													
03	IUPU Fort Wayne	●P								●P		●P			●I				●I													
	IVTC-Northeast T1																															
	Concordia Senior																															
	Fort Wayne Bible																		●													
	Huntington																		●													
	Indiana Inst of Tech																															
	St Francis																		●													
	Tri-State																															
04	PU Lafayette	●	●		●	●	●	●	●	●		●		●					●	●									●		●	
	IVTC-Tippewa T1																															
	Wabash																															
05	IU Kokomo																			●												
	IVTC-North Central T1																															
	Manchester							●			●								●												●	
06	Ball State	●	●					●		●	●	●	●		●				●		●			●	●	●	●	●		●	●	
	IVTC-East Central T1																															
	Anderson							●			●								●													
	Marion							●											●													
	Taylor							●											●													
07	ISU Terre Haute							●		●'	●	●	●						●		●			●	●	●	●	●		●	●	●
	IVTC-Wabash Valley T1																															
	DePauw							●											●													
	Rose-Hulman		●														●															
	St Mary's of the Woods							●			●								●													
08	IUPU Indianapolis			●P		●P		●I				●P							●I		●I											
	IVTC-Mallory T1																															
	Butler																		●													
	Franklin																		●													
	Indiana Central							●			●																					
	Marian																●															
09	IU East																															
	IVTC-White Water T1																															
	Earlham																															
10	IU Bloomington							●	●	●	●	●			●	●	●	●		●			●	●	●	●	●		●	●		
11	IU Columbus																															
	IVTC-White River T1																															
12	IVTC-Ohio Valley T1																															
	Hanover							●		●	●	●						●														
13	ISU Evansville							●		●			●			●																
	Vincennes																															
	Vincennes Jasper																															
	IVTC-Lincoln Land T1																															
	Oakland City							●			●					●																
	St Meinrad																															
	Evansville		●					●			●																					
14	IU Southeast									●								●		●												
	IVTC-Geo Rogers Clark T1																															

' Life Sciences
I Indiana University Program
P Purdue University Program

INSTRUCTIONAL PROGRAM INVENTORY

PROFESSIONAL PROGRAMS

BACCALAUREATE
DEGREE LEVEL -
cont.

PLANNING & DEVELOPMENT REGIONS	01							02							03							
	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
EDUCATION (cont.)																						
Industrial Arts (Ed.)																						
Indust Systems Tech (Ed.)																						
Journalism (Ed.)																						
Mathematics (Ed.)	●	●						●							●P							
Music (Ed.)					●	●	●			●				●				●	●		●	
Physics (Ed.)		●			●		●	●		●	●	●			●P				●			●
Pre-Elementary																						
Radio & TV (Ed.)																						
Recreation (Ed.)																						
School Librarianship																						
School Psychometry																						
Sciences Educ., General															●P							
Secondary Educ	●					●		●			●	●	●		●I						●	●
Social Studies	●							●							●I							
Economics																						
Geography																						
History																						
Political Science																						
Sociology																						
Special Educ																						
Spec. Ed.: Mentally Retarded																						
Speech (Ed.)																						
Speech and Hearing																						
Sp. Corr. & Hear. Therapy																						
Sp. Path. & Audiology															●P							
Vocational - Tech. Educ																						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07				
	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods
EDUCATION (cont.)																
Industrial Arts (Ed.)	●						●					●				
Indust Systems Tech (Ed.)																
Journalism (Ed.)							●					●				
Mathematics (Ed.)	●						●					●				
Music (Ed.)	●					●	●		●	●	●	●		●		
Physics (Ed.)	●					●	●		●	●	●	●		●		
Pre-Elementary																
Radio & TV (Ed.)							●					●				
Recreation (Ed.)																
School Librarianship	●															
School Psychometry	●															
Sciences Educ., General	●						●					●				
Secondary Educ											●					
Social Studies							●					●				
Economics							●					●				
Geography							●					●				
History							●					●				
Political Science							●					●				
Sociology							●					●				
Special Educ							●					●				
Spec. Ed.: Mentally Retarded												●				
Speech (Ed.)							●					●				
Speech and Hearing												●				
Sp. Corr. & Hear. Therapy	●															
Sp. Path. & Audiology	●						●									
Vocational - Tech. Educ	●											●	**			

PLANNING & DEVELOPMENT REGIONS	08						09			10	11		12		13							14	
	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
EDUCATION (cont.)																							
Industrial Arts (Ed.)																							
Indust Systems Tech (Ed.)																							
Journalism (Ed.)										●													
Mathematics (Ed.)	●P									●				●	●								
Music (Ed.)			●		●	●				●				●					●		●		
Physics (Ed.)				●	●	●			●	●				●					●		●		
Pre-Elementary																							
Radio & TV (Ed.)										●													
Recreation (Ed.)										●													
School Librarianship										●													
School Psychometry																							
Sciences Educ., General										●				●	●								
Secondary Educ	●I		●			●				●									●		●	●	
Social Studies	●I									●													
Economics																							
Geography																							
History																							
Political Science																							
Sociology																							
Special Educ										●													
Spec. Ed.: Mentally Retarded																							
Speech (Ed.)										●													
Speech and Hearing																							
Sp. Corr. & Hear. Therapy										●													
Sp. Path. & Audiology																							
Vocational - Tech. Educ																							

** Trades and Industry
I Indiana University Program
P Purdue University Program

INSTRUCTIONAL PROGRAM INVENTORY

PROFESSIONAL PROGRAMS

BACCALAUREATE DEGREE LEVEL - contd.

PLANNING & DEVELOPMENT REGIONS	01							02							03							
	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State
ENGINEERING																						
Aeronautical																						
Aerospace													●									●
Agricultural																						
Biological Engineering																						
Chemical																						●
Civil							●						●									●
Electrical							●						●									●
Eng-Physics																						
Engineering																						
Engineering Science													●									
General		●																				
Geological																						
Industrial																						
Land Survey																						
Mechanical							●						●									●
Metalurgical													●									
ENGINEERING TECH.																						
Electronics Technology																						
Aerospace Tech																						
Automotive Tech																						
Construction Tech		●													●P							
Electrical Tech		●													●P							
General Tech		●													●P							
Industrial Tech																						
Indust. Ed. & Tech																						
Indust. Supervision															●P							
Industrial Tech		●																				
Manufacturing Design																						
Mechanical Tech		●													●P							
Printing Mgt																						
Supervision Tech		●													●P							

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
	PU Lafayette	IVTC-Tippecanoe TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
ENGINEERING																						
Aeronautical	●																					
Aerospace															●							
Agricultural	●																					
Biological Engineering	●														●							
Chemical	●														●							
Civil	●														●							
Electrical	●														●							
Eng-Physics	●																					
Engineering	●																					
Engineering Science	●														●							
General															●		●P					
Geological																						
Industrial	●																					
Land Survey	●																					
Mechanical	●														●							
Metalurgical	●																					
ENGINEERING TECH.																						
Electronics Technology												●										
Aerospace Tech	●											●										
Automotive Tech												●										
Construction Tech																	●P					
Electrical Tech	●											●					●P					
General Tech	●																					
Industrial Tech	●											●					●P					
Indust. Ed. & Tech							●															
Indust. Supervision																						
Industrial Tech							●					●					●P					
Manufacturing Design												●										
Mechanical Tech	●											●					●P					
Printing Mgt																						
Supervision Tech												●					●P					

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
ENGINEERING																	
Aeronautical																	
Aerospace																	
Agricultural																	
Biological Engineering																	
Chemical																	
Civil																	
Electrical															●		
Eng-Physics																	
Engineering																	
Engineering Science																	
General															●		
Geological															●		
Industrial															●		
Land Survey																	
Mechanical															●		
Metalurgical																	
ENGINEERING TECH.																	
Electronics Technology																	
Aerospace Tech																	
Automotive Tech																	
Construction Tech																	
Electrical Tech																	
General Tech																	
Industrial Tech																	
Indust. Ed. & Tech																	
Indust. Supervision																	
Industrial Tech																	
Manufacturing Design																	
Mechanical Tech																	
Printing Mgt																	
Supervision Tech																	

P Purdue University Program

PLANNING & DEVELOPMENT REGIONS	01							02							03							
PROFESSIONAL PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech.	St Francis	Tri-State
HEALTH PROFESSIONS																						
Cytotechnology																						
Dental Health Education																						
Dental Hygiene Education																						
Enviromental Health																						
Environmental Safety																						
Medical Records Librship																						
Medical Technology	●				●			●		●	●			●	●							
Nursing		●					●				●				● P							
Occupational Therapy																						
Optometry																						
Pharmacy																						
Physical Therapy																						
Pre-dentistry																						
Pre-Medicine																						
Public Health Community																						
Public Health Admin																						
Public Health Dent Hygiene																						
Public Health Education																						
Public Health Environ Hlth																						
Radiologic Technology																						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07				
PROFESSIONAL PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods
HEALTH PROFESSIONS																
Cytotechnology																
Dental Health Education																
Dental Hygiene Education																
Enviromental Health	●											●				
Environmental Safety												●				
Medical Records Librship												●				
Medical Technology	●			●		●	●		●			●		●		●
Nursing	●						●					●		●		
Occupational Therapy																
Optometry																
Pharmacy	●															
Physical Therapy																
Pre-dentistry	●															
Pre-Medicine	●						●									●
Public Health Community							●					●				
Public Health Admin																
Public Health Dent Hygiene																
Public Health Education																
Public Health Environ Hlth																
Radiologic Technology																

PLANNING & DEVELOPMENT REGIONS	08						09			10	11		12		13							14	
PROFESSIONAL PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
HEALTH PROFESSIONS																							
Cytotechnology	● I																						
Dental Health Education																							
Dental Hygiene Education															●								
Enviromental Health																							
Environmental Safety																							
Medical Records Librship	● I																						
Medical Technology	● I				●	●									●						●	●	
Nursing	● I				●	●															●		
Occupational Therapy	● I																						
Optometry										●													
Pharmacy			●																				
Physical Therapy	● I																						
Pre-dentistry																							
Pre-Medicine																							
Public Health Community																							
Public Health Admin	● I																						
Public Health Dent Hygiene	● I																						
Public Health Education	● I																						
Public Health Environ Hlth	● I																						
Radiologic Technology	● I																						

I Indiana University Program
P Purdue University Program

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
PROFESSIONAL PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State
HOME ECONOMICS																						
Clothing & Textiles																						
Dietetics																						
Fam. Econ. & Home Mgt.																						
Fam. Rel. & Child Dev.																						
Foods & Nutrition																						
Home Economics							●				●											
Interior Design																						
Inst. & Restaurant Mgt.																						
Vocational Home Ed																						
PUBLIC AFFAIRS & SERVICES																						
Criminal Just. & Correct.																						
Criminal Just. Educ.																						
Forensic Studies																						
Law Enforcement																						
Parks & Recreation Mgt.																						
Public & Environmental Aff.	●							●														
Social Service																						
Social Work							●				●										●	

PLANNING & DEVELOPMENT REGIONS	04			05			06					07				
PROFESSIONAL PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods
HOME ECONOMICS																
Clothing & Textiles	●											●				●
Dietetics	●						●					●				
Fam. Econ. & Home Mgt.												●				
Fam. Rel. & Child Dev.	●											●				
Foods & Nutrition	●											●				●
Home Economics	●					●	●					●				●
Interior Design	●											●				
Inst. & Restaurant Mgt.	●											●				
Vocational Home Ed	●											●				
PUBLIC AFFAIRS & SERVICES																
Criminal Just. & Correct.							●									
Criminal Just. Educ.																
Forensic Studies																
Law Enforcement																
Parks & Recreation Mgt.	●															
Public & Environmental Aff.																
Social Service																
Social Work	●						●		●		●	●				●

PLANNING & DEVELOPMENT REGIONS	08						09			10	11		12		13							14	
PROFESSIONAL PROGRAMS BACCALAUREATE DEGREE LEVEL - cont.	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
HOME ECONOMICS																							
Clothing & Textiles						●																	
Dietetics																							
Fam. Econ. & Home Mgt.																							
Fam. Rel. & Child Dev.									●														
Foods & Nutrition																							
Home Economics			●			●				●													
Interior Design																							
Inst. & Restaurant Mgt.																							
Vocational Home Ed																							
PUBLIC AFFAIRS & SERVICES																							
Criminal Just. & Correct.																							
Criminal Just. Educ.	●																						
Forensic Studies										●													
Law Enforcement																						●	
Parks & Recreation Mgt.																							
Public & Environmental Aff.	●/									●													
Social Service										●													
Social Work			●																				

/ Indiana University Program

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
PROFESSIONAL PROGRAMS MASTER'S DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
AGRICULTURE & NAT RESOURCES																						
Agricultural Economic																						
Agriculture																						
Agriculture Extension		●													●P							
Agronomy																						
Animal Science																						
Biochemistry																						
Botany & Plant Pathology																						
Conservation of Nat Res																						
Entomology																						
Food Science																						
Forestry																						
Horticulture																						
Natural Resources																						
BUSINESS & MANAGEMENT																						
Actuarial Science																						
Accounting																						
Business Administration	●							●							●I						●	
Business & Commerce																						
Business, general													●									
Business/Law																						
Bus Mgmt & Admin																						
Institutional Admin													●									
Industrial Mgmt		●																				
Labor & Industrial Rel																						
Management																						
Marketing																						
Public Relations																						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
PROFESSIONAL PROGRAMS MASTER'S DEGREE LEVEL	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUP.I Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
AGRICULTURE & NAT RESOURCES																						
Agricultural Economic	●																					
Agriculture	●																					
Agriculture Extension	●																●P					
Agronomy	●																					
Animal Science	●																					
Biochemistry	●																					
Botany & Plant Pathology	●																					
Conservation of Nat Res	●																					
Entomology	●																					
Food Science	●																					
Forestry	●																					
Horticulture	●																					
Natural Resources							●															
BUSINESS & MANAGEMENT																						
Actuarial Science							●															
Accounting							●															
Business Administration							●										●I		●			
Business & Commerce												●										
Business, general																						
Business/Law																						
Bus Mgmt & Admin	●											●										
Institutional Admin																						
Industrial Mgmt	●																					
Labor & Industrial Rel	●																					
Management							●															
Marketing							●															
Public Relations							●															

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
PROFESSIONAL PROGRAMS MASTER'S DEGREE LEVEL	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
AGRICULTURE & NAT RESOURCES																	
Agricultural Economic																	
Agriculture																	
Agriculture Extension																	
Agronomy																	
Animal Science																	
Biochemistry																	
Botany & Plant Pathology																	
Conservation of Nat Res																	
Entomology																	
Food Science																	
Forestry																	
Horticulture																	
Natural Resources																	
BUSINESS & MANAGEMENT																	
Actuarial Science																	
Accounting																	
Business Administration				●					●*						●		
Business & Commerce																	
Business, general																	
Business/Law				●													
Bus Mgmt & Admin																	
Institutional Admin																	
Industrial Mgmt																	
Labor & Industrial Rel																	
Management																	
Marketing																	
Public Relations																	

* Joint Program with ISU - Terre Haute
I Indiana University Program
P Purdue University Program

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
PROFESSIONAL DEGREE PROGRAMS MASTER'S DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech.	St. Francis	Tri-State
EDUCATION																						
Adult Educ																						
Community Educ																						
Arts and/or Crafts																						
Agricultural (Ed.)																						
Business (Ed.)																					●	
Bus. Ed. Secondary																						
College Stud. Per. Adm.																						
Student Personnel Adm.																						
Stud. Per. Adm. - Higher																						
Counseling & Guidance		●											●								●	
Counseling																						
School Psychometry																						
Agency Counseling																						
Curriculum																						
Curriculum & Inst																						
Instr. Systems Tech.																						
Education		●																				
Elementary Educ	●	●					●	●							● I							
Elem. & Sec. Educ													●									
Educational Adm.		●											●		● I							
Educ. Adm. & Supervision																						
School Administration																						
Ed. Statistics & Res																						
Ed. Test., Eval. & Meas																						
Ed. Research																						
Educ. Psychology																						
Early Childhood (Ed.)																						
School Psychology																						
General Education													●									
Home Economics (Ed.)																						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
PROFESSIONAL DEGREE PROGRAMS MASTER'S DEGREE LEVEL	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
EDUCATION																						
Adult Educ							●															
Community Educ							●															
Arts and/or Crafts	●						●					●							●			
Agricultural (Ed.)	●																					
Business (Ed.)							●					●										
Bus. Ed. Secondary																						
College Stud. Per. Adm.	●						●					●										
Student Personnel Adm.	●																					
Stud. Per. Adm. - Higher	●						●															
Counseling & Guidance	●						●					●							●			
Counseling							●															
School Psychometry	●						●															
Agency Counseling												●										
Curriculum							●															
Curriculum & Inst	●																					
Instr. Systems Tech.	●											●										
Education	●						●															
Elementary Educ	●						●					●		●			● I		●		●	
Elem. & Sec. Educ																						
Educational Adm.	●																		●			
Educ. Adm. & Supervision	●						●					●										
School Administration	●																● I					
Ed. Statistics & Res	●																					
Ed. Test., Eval. & Meas	●																					
Ed. Research	●																					
Educ. Psychology	●						●					●										
Early Childhood (Ed.)	●											●										
School Psychology												●										
General Education																						
Home Economics (Ed.)	●						●					●							●			

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
PROFESSIONAL DEGREE PROGRAMS MASTER'S DEGREE LEVEL	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
EDUCATION																	
Adult Educ				●													
Community Educ																	
Arts and/or Crafts				●											●		
Agricultural (Ed.)																	
Business (Ed.)															●		
Bus. Ed. Secondary				●													
College Stud. Per. Adm.				●													
Student Personnel Adm.																	
Stud. Per. Adm. - Higher																	
Counseling & Guidance				●													
Counseling																	
School Psychometry																	
Agency Counseling																	
Curriculum																	
Curriculum & Inst																	
Instr. Systems Tech.				●													
Education				●													
Elementary Educ				●											●	●	
Elem. & Sec. Educ																	
Educational Adm.																	
Educ. Adm. & Supervision																	
School Administration				●													
Ed. Statistics & Res																	
Ed. Test., Eval. & Meas																	
Ed. Research				●													
Educ. Psychology				●													
Early Childhood (Ed.)																	
School Psychology																	
General Education			●														
Home Economics (Ed.)																	

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INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02						
PROFESSIONAL DEGREE PROGRAMS MASTER'S DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame
EDUCATION (cont.)														
Health Educ														
Health and Safety														
Allied Health (Ed.)														
History & Philosophy														
International & Comp. (Ed.)														
Journalism (Ed.)														
Languages														
English		●												
German														
Latin														
Spanish														
Music Ed													●	
Public Relations (Ed.)														
Radio & TV														
Reading														
Science Education														
General Science														
Biology (Ed.)														
Chemistry (Ed.)														
Computer (Ed.)														
Geology (Ed.)														
Mathematics (Ed.)														
Physics (Ed.)														
Secondary Education	●	●											●	
Social Foundations														
Social Sciences														
Social Studies														
American History (Ed.)		●												
Economics (Ed.)														
English History (Ed.)														
Geography (Ed.)														

PLANNING & DEVELOPMENT REGIONS	03								04			05		
PROFESSIONAL DEGREE PROGRAMS MASTER'S DEGREE LEVEL	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech.	St. Francis	Tri-State	PU Lafayette	IVTC-Tippecanoe TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester
EDUCATION (cont.)														
Health Educ									●					
Health and Safety									●					
Allied Health (Ed.)														
History & Philosophy									●					
International & Comp. (Ed.)									●					
Journalism (Ed.)														
Languages														
English									●					
German														
Latin														
Spanish														
Music Ed														
Public Relations (Ed.)														
Radio & TV														
Reading							●		●					
Science Education									●					
General Science														
Biology (Ed.)	● P								●					
Chemistry (Ed.)	● P								●					
Computer (Ed.)									●					
Geology (Ed.)														
Mathematics (Ed.)	● P								●					
Physics (Ed.)														
Secondary Education							●		●					
Social Foundations									●					
Social Sciences														
Social Studies									●					
American History (Ed.)									●					
Economics (Ed.)									●					
English History (Ed.)									●					
Geography (Ed.)														

PLANNING & DEVELOPMENT REGIONS	06					07					08					
PROFESSIONAL DEGREE PROGRAMS MASTER'S DEGREE LEVEL	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
EDUCATION (cont.)																
Health Educ																
Health and Safety	●					●										
Allied Health (Ed.)											● I					
History & Philosophy																
International & Comp. (Ed.)																
Journalism (Ed.)	●															
Languages																
English	●					●										
German	●															
Latin	●															
Spanish	●															
Music Ed	●					●							●			
Public Relations (Ed.)	●															
Radio & TV	●															
Reading	●					●							●			
Science Education						●										
General Science	●															
Biology (Ed.)	●										● P					
Chemistry (Ed.)	●															
Computer (Ed.)																
Geology (Ed.)	●															
Mathematics (Ed.)	●					●					● P					
Physics (Ed.)	●															
Secondary Education	●					●		●			● I		●			
Social Foundations																
Social Sciences	●															
Social Studies						●										
American History (Ed.)	●															
Economics (Ed.)	●															
English History (Ed.)	●															
Geography (Ed.)	●															

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
PROFESSIONAL DEGREE PROGRAMS MASTER'S DEGREE LEVEL	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
EDUCATION (cont.)																	
Health Educ															●		
Health and Safety																	
Allied Health (Ed.)																	
History & Philosophy				●													
International & Comp. (Ed.)				●													
Journalism (Ed.)																	
Languages																	
English																	
German																	
Latin																	
Spanish																	
Music Ed				●											●		
Public Relations (Ed.)																	
Radio & TV																	
Reading				●													
Science Education																	
General Science																	
Biology (Ed.)																	
Chemistry (Ed.)																	
Computer (Ed.)																	
Geology (Ed.)																	
Mathematics (Ed.)																	
Physics (Ed.)																	
Secondary Education				●											●	●	
Social Foundations																	
Social Sciences																	
Social Studies				●													
American History (Ed.)																	
Economics (Ed.)																	
English History (Ed.)																	
Geography (Ed.)																	

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INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06				
PROFESSIONAL DEGREE PROGRAM MASTER'S DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippecanoe TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor
EDUCATION (cont.)																																	
Political Sc. (Ed.)																							●						●				
Sociology (Ed.)																													●				
Urban Educ.																																	
Urban & Overseas (Ed.)																																	
World History																																	
Speech															●P								●						●				
Audiology																							●						●				
Speech & Hear. Therapy																							●						●				
Sp. Corr. & Hear. Therapy																							●										
Speech Pathology																													●				
Special Education								●												●			●						●				
Spec. Educ. Deaf																													●				
Spec. Educ. Emotionally Disturbed																													●				
Spe. Educ. Mentally Retarded																				●			●						●				
Spec. Educ. Ortho. Hand																													●				
Vocational Educ.																																	
Voc. - Tech. Ed.																							●										
Industrial Arts																							●										
Industrial Educ.																							●						●				
Distributive Educ.																													●				

PLANNING & DEVELOPMENT REGIONS	07					08						09			10	11		12		13							14	
PROFESSIONAL DEGREE PROGRAM MASTER'S DEGREE LEVEL	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincolnland TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC Geo. Rogers Clark TI
EDUCATION (cont.)																												
Political Sc. (Ed.)	●																											
Sociology (Ed.)																												
Urban Educ.															●													
Urban & Overseas (Ed.)															●													
World History																												
Speech	●																											
Audiology	●																											
Speech & Hear. Therapy																												
Sp. Corr. & Hear. Therapy																												
Speech Pathology	●																											
Special Education	●					●I	●								●													
Spec. Educ. Deaf																												
Spec. Educ. Emotionally Disturbed																												
Spe. Educ. Mentally Retarded	●						●																					
Spec. Educ. Ortho. Hand																												
Vocational Educ.															●													
Voc. - Tech. Ed.	●																											
Industrial Arts	●																											
Industrial Educ.																												
Distributive Educ.	●																											

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INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
PROFESSIONAL PROGRAMS MASTER'S DEGREE LEVEL cont.	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech.	St. Francis	Tri-State	PU Lafayette	IVTC-Tippeca TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
ENGINEERING																																																													
Aeronautical Engineering																							●																																						
Agricultural Eng																							●																																						
Aerospace													●																								●																								
Biological Eng																							●														●																								
Chemical																							●														●																								
Civil													●										●														●																								
Electrical													●										●														●																								
Engineering Science													●										●														●																								
Eng., Spec. Interdisplin	●														●P								●																●P																						
Environic Design (Arch.)													●																																																
Env. Eng. (Civil Eng.)													●										●																																						
Industrial Engineering																							●																																						
Industrial Operation																										●P													●P										●P												
Mat. Science & Met. Eng.																							●																																						
Mechanical Eng													●										●														●		●P										●P												
Metallurgical													●										●																																						
Nuclear Engineering																							●																																						
Engineering Technology																																																													
Engineering Tech Super																																		●																											

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INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
PROFESSIONAL PROGRAMS MASTER'S DEGREE LEVEL - cont. HEALTH PROFESSIONS	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
Anatomy																							●																●/ ■									●													
Aesthesiology																																							●/																						
Bionucleonics																							●																																						
Chemistry - Medical																							●																																						
Dentistry																																							●/																						
Dental Specialists																																							●/ ■									●													
General Pathology																							●																●/ ■									●													
Pathology																							●																●/ ■									●													
Pharmacy																																									●																				
Industrial Pharmacy																							●																																						
Physical Pharmacy																							●																																						
Pharmacology																							●																●/ ■									●													
Pharmacognosy																							●																																						
Pharmacy - Clinical																							●																																						
Hospital & Health Care Admin																																							●/																						
Medical Biophysics																																							●/ ■									●													
Medical Genetics																																							●/ ■									●													
Medical Technology																													●					●																											
Med Tech Ed																																							●/									●													
Microbiology																							●																●/ ■									●													
Nursing																													●																															●	
Nursing Maternity																																							●/																						
Nursing Med Surg																																							●/																						
Nursing Nurs Serv Admin																																							●/																						
Nursing Pediatrics																																							●/																						
Nursing Psych Mental Health																																							●/																						
Physical Therapy																																							●/																						
Physiology																													●										●/ ■									●													
Speech Path & Audio																							●																																						
Toxicology																							●																●/ ■									●													
Veterinary Medicine																							●																																						
Veterinary Med Spec																							●																																						

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INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
PROFESSIONAL PROGRAMS MASTER'S DEGREE LEVEL - cont.	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
ARCHITECTURE																						
Architecture													●									
COMPUTER & INFORM SERV																						
Appl Computer Science																						
Comp & Info Sc gen																						
Computer Science																						
HOME ECONOMICS																						
Clothing & Textiles																						
Fam Ec & Home Mgmt																						
Fam Rela & Child Develop																						
Foods & Nutrition																						
Home Dec & Home Equipmt																						
Home Economics																						
Institutional Mgmt																						
Dietetics																						
LIBRARY SCIENCE																						
Library Science																						
PUB AFFAIRS & SERVICES																						
Forensic Studies																						
Parks & Recreation Mgmt																						
Pub & Environmtl Affairs	●							●														
Social Work																						
Public Administration																						
Public Services Exec Dev																						
THEOLOGY & RELIGION																						
Religious Ed & Bible												●										
Theology, professional												●	●									

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
PROFESSIONAL PROGRAMS MASTER'S DEGREE LEVEL - cont.	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
ARCHITECTURE																						
Architecture																						
COMPUTER & INFORM SERV																						
Appl Computer Science	●																●P					
Comp & Info Sc gen	●																					
Computer Science	●						●															
HOME ECONOMICS																						
Clothing & Textiles	●											●										
Fam Ec & Home Mgmt	●											●										
Fam Rela & Child Develop	●											●										
Foods & Nutrition	●											●					●P					
Home Dec & Home Equipmt	●																					
Home Economics							●					●										
Institutional Mgmt	●																					
Dietetics												●										
LIBRARY SCIENCE																						
Library Science	●						●					●										
PUB AFFAIRS & SERVICES																						
Forensic Studies																						
Parks & Recreation Mgmt																						
Pub & Environmtl Affairs																	●P					
Social Work																						
Public Administration							●															
Public Services Exec Dev							●															
THEOLOGY & RELIGION																						
Religious Ed & Bible																			●			
Theology, professional																						

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
PROFESSIONAL PROGRAMS MASTER'S DEGREE LEVEL - cont.	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
ARCHITECTURE																	
Architecture																	
COMPUTER & INFORM SERV																	
Appl Computer Science																	
Comp & Info Sc gen																	
Computer Science				●													
HOME ECONOMICS																	
Clothing & Textiles																	
Fam Ec & Home Mgmt																	
Fam Rela & Child Develop																	
Foods & Nutrition																	
Home Dec & Home Equipmt																	
Home Economics				●													
Institutional Mgmt																	
Dietetics																	
LIBRARY SCIENCE																	
Library Science				●													
PUB AFFAIRS & SERVICES																	
Forensic Studies				●													
Parks & Recreation Mgmt																	
Pub & Environmtl Affairs				●													
Social Work																	
Public Administration																	
Public Services Exec Dev																	
THEOLOGY & RELIGION																	
Religious Ed & Bible																	
Theology, professional																	

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INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
PROFESSIONAL PROGRAMS INTERMEDIATE DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State
EDUCATION																						
Administration, Elem																						
Admin., Secondary																						
Anthropology																						
Curriculum & Instruct																						
Counseling & Guidance																						
Educational Admin																						
Educational Mgt																						
Elementary Education																						
Health Science																						
Industrial Education																						
Instructional Sys. Tech																						
Music																						
Psychometry																						
Reading Spec																						
School Admin																						
School Psychology																						
Sec. Ed. Bus. Ed																						
Secondary Ed., general																						
Social Science																						
Sociology																						
Special Education																						
Student Personnel																						
Superintendency, School																						
Supervision, Elementary																						
THEOLOGY & RELIGION																						
Theology Prof																			●			

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
PROFESSIONAL PROGRAMS INTERMEDIATE DEGREE LEVEL	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
EDUCATION																						
Administration, Elem	●						●															
Admin., Secondary	●						●															
Anthropology							●															
Curriculum & Instruct	●						●					●										
Counseling & Guidance							●					●							●			
Educational Admin	●											●							●			
Educational Mgt							●															
Elementary Education							●					●										
Health Science	●						●															
Industrial Education							●															
Instructional Sys. Tech	●																					
Music							●															
Psychometry							●															
Reading Spec	●						●												●			
School Admin																						
School Psychology												●										
Sec. Ed. Bus. Ed																						
Secondary Ed., general												●										
Social Science	●						●															
Sociology							●															
Special Education																			●			
Student Personnel	●																					
Superintendency, School	●						●															
Supervision, Elementary	●						●															
THEOLOGY & RELIGION																						
Theology Prof									●													

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
PROFESSIONAL PROGRAMS INTERMEDIATE DEGREE LEVEL	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
EDUCATION																	
Administration, Elem																	
Admin., Secondary																	
Anthropology																	
Curriculum & Instruct																	
Counseling & Guidance				●													
Educational Admin																	
Educational Mgt																	
Elementary Education				●													
Health Science																	
Industrial Education																	
Instructional Sys. Tech				●													
Music																	
Psychometry																	
Reading Spec				●													
School Admin				●													
School Psychology																	
Sec. Ed. Bus. Ed				●													
Secondary Ed., general				●													
Social Science																	
Sociology																	
Special Education				●													
Student Personnel																	
Superintendency, School																	
Supervision, Elementary																	
THEOLOGY & RELIGION																	
Theology Prof			●														

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
PROFESSIONAL PROGRAMS DOCTORAL DEGREE LEVEL	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippecanoe TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
AGRICULTURE & NATURAL RES																																																													
Agricultural Sciences																							●																																						
Agricultural Economics																							●																																						
Agronomy																							●																																						
Animal Science																							●																																						
Biochemistry																							●																																						
Botany & Plant Pathology																							●																																						
Conservation of Nat'l Res																							●																																						
Entomology																							●																																						
Food Science & Tech																							●																																						
Forestry																							●																																						
Horticulture																							●																																						
BUSINESS & MANAGEMENT																																																													
Business																																																●													
Bus. Administration																																																●													
Bus. Mgmt. & Admin																							●																																						
Economics																							●																																						
Industrial Management																							●																																						
Labor & Industrial Rela																							●																																						
COMPUTER & INFORM SERVICES																																																													
Com & Inform Sc., Genl																							●																																						
Computer Sciences																							●																																						

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
PROFESSIONAL PROGRAMS DOCTORAL DEGREE LEVEL - cont.	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State
EDUCATION																						
Adult Education																						
Art Education																						
Audio Visual Education																						
Biology Education																						
Chemistry Education																						
Counseling & Guidance												●										
Guidance & Counseling																						
Guidance																						
Guidance & Psy. Services																						
Curriculum																						
Curriculum & Instruction																						
Education																						
General Education												●										
Educational Administration												●										
Educational Psychology																						
Educational Stat. & Res																						
Elementary Education																						
English Education																						
Health Education																						
Higher Education																						
History & Phil. of Ed																						
Home Economics Education																						
Industrial Education																						
Instruct. Systems Tech																						
Inter Disciplinary Program																						
Mathematics Education																						
Reading																						
Research																						
School Administration																						

PLANNING & DEVELOPMENT REGIONS	04			05			06					07				
PROFESSIONAL PROGRAMS DOCTORAL DEGREE LEVEL - cont.	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods
EDUCATION																
Adult Education																
Art Education							●									
Audio Visual Education	●															
Biology Education	●															
Chemistry Education	●															
Counseling & Guidance	●															
Guidance & Counseling							●									
Guidance	●															
Guidance & Psy. Services												●				
Curriculum	●															
Curriculum & Instruction	●															
Education	●						•					•				
General Education																
Educational Administration	●						●					●				
Educational Psychology	●															
Educational Stat. & Res	●															
Elementary Education	●						●					●				
English Education	●						●									
Health Education	●															
Higher Education	●															
History & Phil. of Ed	●															
Home Economics Education	●											●				
Industrial Education	●															
Instruct. Systems Tech	●															
Inter Disciplinary Program																
Mathematics Education	●															
Reading																
Research	●															
School Administration	●															

PLANNING & DEVELOPMENT REGIONS	08						09			10	11		12		13							14	
PROFESSIONAL PROGRAMS DOCTORAL DEGREE LEVEL - cont.	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
EDUCATION																							
Adult Education										●													
Art Education										●													
Audio Visual Education																							
Biology Education																							
Chemistry Education																							
Counseling & Guidance										●													
Guidance & Counseling																							
Guidance																							
Guidance & Psy. Services																							
Curriculum										●													
Curriculum & Instruction																							
Education										●													
General Education																							
Educational Administration																							
Educational Psychology										●													
Educational Stat. & Res																							
Elementary Education										●													
English Education										●													
Health Education																							
Higher Education										●													
History & Phil. of Ed										●													
Home Economics Education																							
Industrial Education																							
Instruct. Systems Tech										●													
Inter Disciplinary Program										●													
Mathematics Education										●													
Reading										●													
Research										●													
School Administration										●													

• Ball State University and Indiana State University, Terre Haute participate with Indiana University, Bloomington, in offering doctoral level Education programs.

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
PROFESSIONAL PROGRAMS DOCTORAL DEGREE LEVEL - cont	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St Joseph Rensselaer	St Joseph Calumet	Valparaiso	IU South Bend	IVTC-St Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst of Tech	St Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St Meinrad	Evansville	IU Southeast	IVTC-Geo Rogers Clark TI
EDUCATION - continued																																																													
Science Education																							●						●																			●													
Secondary Education													●										●											●														●													
Sec. Ed. Business Ed																																																●													
Social Foundations																							●																																						
Social Science Education																							●						●																																
Social Studies Education																																																●													
Special Education																							●																									●													
Student Personnel																							●																																						
Vocational Education																																																●													
Vocational Ed. & Guidance																							●																																						
ENGINEERING																																																													
Aeronautical Engineering																							●																																						
Aerospace													●																																																
Agricultural Engineering																							●																																						
Bioengineering																							●																																						
Chemical																							●																																						
Civil													●										●																																						
Electrical													●										●																																						
Engineering Science													●										●																																						
Geological																																																													
Industrial Engineering																							●																																						
Mat. Science & Met. Eng																							●																																						
Mechanical													●										●																																						
Metallurgical Engineering													●										●																																						
Nuclear Engineering																							●																																						

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03								04			05			06					07					08						09			10	11		12		13							14	
PROFESSIONAL PROGRAMS DOCTORAL DEGREE LEVEL - cont	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
HEALTH PROFESSIONS																																																												
Anatomy																							●																●/*									●													
Biochemistry																																								●/									●													
Bionucleonics																							●																																					
Clinical Pharmacy																							●																																					
Dental Surgery																																								●/																					
Dentistry - (Preventive)																																								●/*									●													
General Pathology																							●																●/*									●													
Industrial Pharmacy																							●																																					
Medical Biophysics																																								●/*									●													
Medical Genetics																																								●/*									●													
Medicinal Chemistry																							●																																					
Medicine																																								●/																					
Microbiology																							●																●/*									●													
Neural Sciences Program																																																	●													
Optometry																																																	●													
Pharmacognosy																							●																																					
Pharmacology																							●																●/*									●													
Physical Pharmacy																							●																																					
Physiological Optics																																																	●													
Physiology																							●																●/*									●													
Pathology																																								●/*									●													
Speech Path. & Audiology																							●																																					
Toxicology																							●																●/*									●													
Veterinary Medicine Spec																							●																																					

* Joint Program with IU Bloomington

/ Indiana University Program

INSTRUCTIONAL PROGRAM INVENTORY

PLANNING & DEVELOPMENT REGIONS	01							02							03							
PROFESSIONAL PROGRAMS DOCTORAL DEGREE LEVEL - cont.	IU Northwest	PU Calumet	PU North Central	IVTC-Northwest TI	St. Joseph Rensselaer	St. Joseph Calumet	Valparaiso	IU South Bend	IVTC-St. Joseph Valley TI	Bethel	Goshen	Grace	Notre Dame	St. Mary's Notre Dame	IUPU Fort Wayne	IVTC-Northeast TI	Concordia Senior	Fort Wayne Bible	Huntington	Indiana Inst. of Tech	St. Francis	Tri-State
HOME ECONOMICS																						
Clothing & Textiles																						
Family Econ. & Home Mgmt																						
Fam. Rela. & Child Develop																						
Foods & Nutrition																						
Home Dec. & Home Equip																						
LAW																						
Law							●						●									
Law & Business																						
Law & Social Sciences																						
LIBRARY SCIENCE																						
Library Science																						
PUBLIC AFFAIRS																						
Publ. & Environmtl. Aff.																						
Public Administration																						
THEOLOGY & RELIGION																						
Theology, Professional												●	●									

PLANNING & DEVELOPMENT REGIONS	04			05			06					07					08					
PROFESSIONAL PROGRAMS DOCTORAL DEGREE LEVEL - cont.	PU Lafayette	IVTC-Tippewa TI	Wabash	IU Kokomo	IVTC-North Central TI	Manchester	Ball State	IVTC-East Central TI	Anderson	Marion	Taylor	ISU Terre Haute	IVTC-Wabash Valley TI	DePauw	Rose-Hulman	St. Mary's of the Woods	IUPU Indianapolis	IVTC-Mallory TI	Butler	Franklin	Indiana Central	Marian
HOME ECONOMICS																						
Clothing & Textiles	●																					
Family Econ. & Home Mgmt	●																					
Fam. Rela. & Child Develop	●																					
Foods & Nutrition	●																					
Home Dec. & Home Equip	●																					
LAW																						
Law																						
Law & Business																						
Law & Social Sciences																						
LIBRARY SCIENCE																						
Library Science																						
PUBLIC AFFAIRS																						
Publ. & Environmtl. Aff.																						
Public Administration																						
THEOLOGY & RELIGION																						
Theology, Professional																						

PLANNING & DEVELOPMENT REGIONS	09			10	11		12		13							14	
PROFESSIONAL PROGRAMS DOCTORAL DEGREE LEVEL - cont.	IU East	IVTC-White Water TI	Earlham	IU Bloomington	IU Columbus	IVTC-White River TI	IVTC-Ohio Valley TI	Hanover	ISU Evansville	Vincennes	Vincennes Jasper	IVTC-Lincoln Land TI	Oakland City	St. Meinrad	Evansville	IU Southeast	IVTC-Geo. Rogers Clark TI
HOME ECONOMICS																	
Clothing & Textiles																	
Family Econ. & Home Mgmt																	
Fam. Rela. & Child Develop																	
Foods & Nutrition																	
Home Dec. & Home Equip																	
LAW																	
Law				●													
Law & Business				●													
Law & Social Sciences				●													
LIBRARY SCIENCE																	
Library Science				●													
PUBLIC AFFAIRS																	
Publ. & Environmtl. Aff.				●													
Public Administration																	
THEOLOGY & RELIGION																	
Theology, Professional																	

APPENDIX E

TABLE 1. CAPITAL APPROPRIATIONS THROUGH THE GENERAL FUND

	1963-65	1965-67	1967-69	1969-71	1971-73
IU-Bloomington	$ 4,989,600	$ 3,875,000	$ 2,009,000	—	—
IUPUI	—	—	—	$ 1,564,826	—
IU-Medical Center	3,000,000	9,065,400	5,000,000	1,738,574	—
IU-Regional Campuses	—	—	3,372,000	401,600	—
Purdue - Lafayette	4,992,000	3,475,000	2,709,000	515,000	—
Purdue - Regional Campuses	—	—	2,628,000	—	—
Ball State	2,556,680	1,550,000	1,057,000	250,000	—
Indiana State - Terre Haute	1,461,040	1,100,000	1,225,000	250,000	—
Indiana State - Evansville	—	—	1,000,000	280,000	—
Ind. Vocational Tech. College	—	250,000	—	—	—
Vincennes	—	—	300,000	600,000	—
TOTAL	$17,000,000	$19,315,400	$19,300,000	$5,600,000	—

TABLE 2. CAPITAL APPROPRIATIONS THROUGH THE POST-WAR CONSTRUCTION FUND

	1963-65	1965-67	1967-69	1969-71	1971-73
IU-Bloomington	$ 2,138,400	—	—	—	$ 500,000
IUPUI	—	—	—	$1,800,000	1,900,000
IU-Medical Center	1,000,000	—	$ 7,550,000	1,815,125	500,000
IU-Regional Campuses	—	—	—	1,468,000	2,900,000
Purdue - Lafayette	2,139,720	—	—	—	500,000
Purdue - Regional Campuses	—	—	—	920,000	2,900,000
Ball State	1,095,720	—	900,000	506,250	500,000
Indiana State - Terre Haute	626,160	—	—	590,625	500,000
Indiana State - Evansville	—	—	—	400,000	500,000
Ind. Vocational Tech. College	—	—	—	—	900,000
Vincennes	—	—	—	—	425,000
TOTAL	$7,000,000		$8,450,000	$7,500,000	$12,025,000

*1971 - 1973 - additional amounts of $965,000 for Indiana University, $920,000 for Purdue, $260,000 for Ball State and $145,000 for Indiana State were given in direct appropriations through the Acts of 1971 - Student Fee Replacement Funds

TABLE 3. STATEMENT OF BONDED INDEBTEDNESS AUTHORIZED BY ACTS OF 1927 (HOUSING FACILITIES), JUNE 30, 1971

	Original Issue	Amount Paid 6/30/71	AMOUNT DUE		
			Principal	Interest	Total
Ball State University	$ 44,796,750	$ 4,276,180	$ 40,520,570	$ 30,819,602[1]	$ 71,340,172
Indiana State University	42,655,000	2,866,000	39,789,000	35,696,349	75,485,349
Indiana University - Bloomington	75,279,000	9,846,000	65,433,000	44,198,979	109,631,979
Indiana University - IUPUI	2,448,000	515,000	1,933,000	769,161	2,702,161
Indiana Vocational Technical	—	—	—	—	—
Purdue University - Lafayette	68,225,000	9,096,157	59,128,843	48,048,296	107,177,139
Vincennes University	4,960,000	206,000	4,754,000	3,021,963	7,775,963
TOTAL - Acts of 1927	$238,363,750	$26,805,337	$211,558,413	$162,554,350	$374,112,763

[1] Interest subsidy amounting to $2,753,190 will reduce the University's interest outlay.

TABLE 4. STATEMENT OF BONDED INDEBTEDNESS AUTHORIZED BY ACTS OF 1929 (AUXILIARY FACILITIES) JUNE 30, 1971

	Original Issue	Amount Paid 6/30/71	AMOUNT DUE		
			Principal	Interest	Total
Ball State University	$ 5,730,250	$ 1,830,820	$ 3,899,430	$ 1,215,351	$ 5,114,781
Indiana State University	2,361,000	617,000	1,744,000	539,833	2,283,833
Indiana University - Bloomington	27,900,000	3,435,000	24,465,000	11,875,030	36,340,030
Indiana University - IUPUI	2,200,000	800,000	1,400,000	357,125	1,757,125
Indiana Vocational Technical College	—	—	—	—	—
Purdue University - Lafayette	14,250,000	7,945,000	6,305,000	1,976,142	8,281,142
Vincennes University	1,720,000	610,000	1,110,000	303,675	1,413,675
TOTAL - Acts of 1927	$54,161,250	$15,237,820	$38,923,430	$16,267,156	$55,190,586

TABLE 5. STATEMENT OF BONDED INDEBTEDNESS AUTHORIZED BY ACTS OF 1965 (ACADEMIC FACILITIES) JUNE 30, 1971

	Original Issue	Amount Paid 6/30/71	AMOUNT DUE		
			Principal	Interest	Total
Ball State University	$ 8,450,000	$ 260,000	$ 8,190,000	$ 5,211,132	$ 13,401,132
Indiana State University - Terre Haute	2,845,000	—	2,845,000	1,561,703	4,406,703
Indiana State University - Evansville		—			—
Indiana University - Bloomington	10,645,000	185,000	10,460,000	7,884,779	18,344,779
Indiana University - IUPUI	5,500,000	—	5,500,000	7,055,656	12,555,656
Indiana University - Northwest	2,080,000	—	2,080,000	2,291,038	4,371,038
Indiana University - Fort Wayne	—	—	—	—	—
Indiana Vocational Technical College	—	—	—		—
Purdue University - Lafayette	24,779,476	525,275	24,254,201	25,268,063	49,522,264
Purdue University - Calumet	6,873,511	109,670	6,763,841	6,376,619	13,140,460
	767,500	7,962	759,539	1,047,814	1,807,353
Purdue University - North Central	424,513	7,093	417,420	353,617	771,037
Vincennes University	1,455,000	—	1,455,000	1,714,068[1]	3,169,068
TOTAL - Acts of 1965	$63,820,000	$1,094,999	$62,725,001	$58,764,489	$121,489,490

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[1] Interest subsidy amounting to $885,000 will reduce the University's interest outlay.

TABLE 6. STATEMENT OF LEASE PURCHASE AGREEMENTS OF ACADEMIC FACILITIES JUNE 30, 1971

	Original issue	Amount Paid 6/30/71	AMOUNT DUE		
			Principal	Interest	Total
Ball State University	$	$			
Indiana State University - Terre Haute					
Indiana University - Bloomington Indiana University - Fort Wayne	$ 5,600,000	$ 785,000	$ 4,815,000 (1)	$ 2,352,225	$ 7,167,225
Indiana Vocational Technical College	62,000	62,000			
Purdue University - Lafayette	9,693,760	1,015,318	8,678,442	4,691,244	13,369,686
Purdue University - Calumet	3,331,300	175,000	3,156,300	1,787,726	4,944,026
Purdue University - Fort Wayne	2,968,000	416,050	2,551,950 (1)	1,196,687	3,748,637 (3)
Purdue University - Indianapolis	5,280,500	792,028	4,488,472 (2)	2,629,058	7,117,530
Purdue University - North Central	2,300,000	241,549	2,058,451	768,200	2,826,651
Vincennes University					
TOTAL - Lease Purchase Agreements	$29,235,560	$ 3,486,945	$25,748,615	$13,425,140	$39,173,755

(1) Facilities jointly shared by Indiana and Purdue Universities.

(2) No principal payment due until 1985, but principal will be cancelled upon death of annuitants if death is prior to 1985 (Principal - $3,000,000).

(3) The lease agreements were turned over to Indiana University effective July 1, 1971.

TABLE 7. PER STUDENT STATE APPROPRIATION TO POSTSECONDARY EDUCATION

Rank	State	Dollars	Rank	State	Dollars
1	Alaska	$1,611	26	New York	$865
2	Hawaii	1,424	27	Colorado	855
3	Washington	1,309	28	North Dakota	846
4	North Carolina	1,301	29	Minnesota	815
5	Nevada	1,159	30	Kansas	779
6	Wyoming	1,098	31	Alabama	762
7	Georgia	1,080	32	Arizona	761
8	Idaho	1,051	33	Delaware	759
9	Illinois	1,030	34	Connecticut	758
10	Florida	1,010	35	Missouri	755
11	Kentucky	1,005	36	Nebraska	744
12	South Carolina	1,000	37	California	740
13	Iowa	999	38	Mississippi	734
14	Wisconsin	975	39	New Jersey	705
15	Montana	958	40	Ohio	700
16	Arkansas	941	41	Tennessee	698
17	Virginia	935	42	Rhode Island	697
18	Oregon	933	43	Maryland	692
19	Michigan	926	44	Pennsylvania	676
20	Maine	915	45	Vermont	648
21	West Virginia	912	46	South Dakota	608
22	New Mexico	895	47	Oklahoma	564
23	Texas	876	48	Utah	541
24	Louisiana	875	49	New Hampshire	387
25	INDIANA	866	50	Massachusetts	308

Source of Data: M.M. Chambers, *Appropriations of State Tax Funds for Operating Expenses of Higher Education* 1969-1970; and George H. Wade, *Fall Enrollment in Higher Education*: 1969, DHEW, USOE, U.S. Government Printing Office, 1970

TABLE 8. PER CAPITA STATE APPROPRIATION TO POSTSECONDARY EDUCATION

Rank	State	Dollars	Rank	State	Dollars
1	Washington	$56.93	26	Texas	$30.94
2	Hawaii	54.33	27	Nevada	30.66
3	Wyoming	44.19	28	Vermont	30.47
4	Oregon	42.65	29	Kentucky	30.20
5	Idaho	41.88	30	INDIANA	30.00
6	Alaska	40.26	31	Florida	29.74
7	Colorado	39.99	32	Louisiana	27.88
8	Montana	38.49	33	Georgia	27.65
9	California	38.00	34	South Dakota	27.57
10	Wisconsin	37.98	35	Missouri	27.50
11	Utah	37.70	36	Connecticut	26.86
12	North Dakota	37.61	37	Maine	26.19
13	Arizona	37.45	38	Virginia	25.88
14	Illinois	36.90	39	Arkansas	25.25
15	Iowa	36.41	40	Oklahoma	23.87
16	Kansas	35.88	41	Maryland	23.78
17	New Mexico	35.59	42	Ohio	22.76
18	North Carolina	35.46	43	Tennessee	22.70
19	Michigan	34.79	44	Mississippi	22.14
20	New York	34.78	45	Alabama	21.50
21	Minnesota	34.04	46	Pennsylvania	21.42
22	Nebraska	32.96	47	South Carolina	21.13
23	West Virginia	32.31	48	New Jersey	17.80
24	Rhode Island	31.38	49	Massachusetts	15.15
25	Delaware	31.18	50	New Hampshire	14.78

Source of Data: M.M. Chambers, *Appropriations of State Tax Funds for Operating Expenses of Higher Education*, 1969-70, and U.S. Department of Commerce, Bureau of the Census

TABLE 9. PER CAPITA CONTRIBUTION TO POSTSECONDARY EDUCATION PER $1,000 OF PERSONAL INCOME

Rank	State	Dollars	Rank	State	Dollars
1	Washington	$14.79	26	Alaska	$9.02
2	Idaho	14.18	27	Georgia	9.00
3	Hawaii	13.83	28	California	8.85
4	Wyoming	13.18	29	Michigan	8.71
5	Utah	12.57	30	Illinois	8.61
6	North Dakota	12.48	31	Maine	8.57
7	West Virginia	12.41	32	Florida	8.43
8	Montana	12.29	33	Alabama	8.32
9	New Mexico	12.28	34	INDIANA	8.13
10	North Carolina	12.27	35	Rhode Island	8.13
11	Oregon	11.93	36	South Carolina	8.10
12	Arizona	11.10	37	Tennessee	8.08
13	Colorado	11.09	38	Missouri	7.95
14	Kentucky	10.60	39	New York	7.82
15	Wisconisn	10.45	39	Oklahoma	7.82
16	Kansas	10.28	39	Virginia	7.82
17	Iowa	10.26	42	Delaware	7.59
18	Arkansas	10.15	43	Nevada	6.87
19	Louisiana	10.02	44	Ohio	6.08
20	Mississippi	9.98	45	Pennsylvania	5.85
21	Texas	9.49	46	Connecticut	5.84
22	Vermont	9.38	47	Maryland	5.83
23	Minnesota	9.36	48	New Hampshire	4.25
24	Nebraska	9.13	49	New Jersey	4.19
25	South Dakota	9.10	50	Massachusetts	3.64

Source of Data: M.M. Chambers, *Appropriations of State Tax Funds for Operating Expenses if Higher Education*, 1969-70; U.S. Department of Commerce: Census Bureau and Office of Business Economics *Survey of Current Business*, August 1970

TABLE 10. PERCENTAGE OF STUDENT POPULATION ENROLLED IN INDEPENDENT INSTITUTIONS

Rank	State	Independent Enrollment	Rank	State	Independent Enrollment
1	Massachusetts	63.6%	26	Florida	20.9%
2	Rhode Island	58.7	27	Delaware	2
3	Vermont	47.2	28	West Virginia	18.9
4	New York	45.3	29	Texas	17.8
5	Pennsylvania	44.6	30	Alaska	17.1
6	Connecticut	41.6	31	Alabama	16.6
7	Utah	38.9	32	Arkansas	16.5
8	Iowa	36.8	33	Wisconsin	16.4
9	New Jersey	36.0	34	Louisiana	15.7
10	South Carolina	33.8	35	Oklahoma	15.6
11	Maine	32.6	36	Kansas	15.2
12	Illinois	31.2	37	Michigan	14.3
13	North Carolina	30.9	38	Oregon	13.4
14	INDIANA	30.6	39	Minnesota	13.2
15	Tennessee	29.8	40	Colorado	12.9
16	Missouri	28.2	41	Washington	12.4
17	New Hampshire	27.5	42	California	12.1
18	Ohio	26.1	43	Mississippi	12.0
19	Nebraska	24.8	44	Hawaii	9.6
20	Idaho	23.9	45	Montana	7.8
21	South Dakota	23.0	46	New Mexico	7.3
22	Kentucky	22.9	47	North Dakota	4.3
23	Virginia	21.8	48	Arizona	2.3
24	Maryland	21.5	49	Nevada	.5
25	Geogia	21.3	50	Wyoming	25

APPENDIX F

Appendix F*

The following is a brief summary of state legislative behavior directly relevant to the general policy area of state aid to independent institutions of postsecondary education. It refers to legislative activity through March of 1972. Its major purpose is to provide perspective on the legislative approach to this question in other states.

Connecticut

Senate Bill 78 has been introduced to clarify and restructure the program of the state's acquisition of spaces for Connecticut students in the independent colleges and universities. Two similar measures, House Bill 5114 and House Bill 5205, establish a program to secure the advantages of cooperative arrangements between public colleges and independent colleges by authorizing the Commission for Higher Education to enter into contracts with independent colleges for programs, facilities, and services. Senate Bill 50 provides funds for research and patient treatment at the Yale University School of Medicine in the field of cystic fibrosis.

In his budget recommendation, the governor indicated that he would like the legislature to consider the consolidation of the state scholarship programs. Senate Bill 80 has been submitted to implement this recommendation. Senate Bill 77 would implement the governor's recommendation that the maximum educational assistance to children of deceased or disabled veterans be increased from $200 to $400. The Commission for Higher Education has recommended action in two areas. One would enlarge the eligibility of scholarship assistance to include students who are in any stage of postsecondary education, if otherwise eligible, and students who are in a career training program.

House Bill 5118 would specify the minimum tuition to be charged to part-time students at state institutions of higher education. House Bill 5302 specifies uniform rules of classification for tuition purposes at public institutions of higher education in determining whether students shall be classified as in-state or out-of-state students. House Bill 5146 provided for waiver of or remission of tuition for students with financial need in the public universities, four-year and two-year colleges and technical colleges, subject to a maximum total waiver or remission equal to the tuition of 10 percent of all students in each semester. Legislative action has been recommended by the Commission for Higher Education to provide for a tuition offset of 25 percent of the total tuition revenue to be allotted to the Commission for distribution to the constituent units for additional assistance to students who have had increased need as a result of increased costs of tuition. In the event federal funds are less than $8.9 million, the state contribution should be increased accordingly.

Florida

The primary measures in this area, Senate Bill 338 and House Bill 3421, would provide tuition subsidy grants of up to $1,200 per year to allow students to attend private colleges and universities. As of the data of this report, the bills, which carry an appropriation of $4.8 million for the program, are pending in their respective house committees. House Bill 3238 (House Bill 714; Senate Bill 714) will in-

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*SOURCE: *Higher Education in the States*, Education Commission of the States, 3:2, March, 1972, pp. 25-52.

crease the state's support for the University of Miami medical school. The increased allowance will permit the school to move towards a three-year degree program. Companion bills, Senate Bill 656 and House Bill 3117, remove the definition requiring acceptance by at least three accredited institutions of higher education. A measure, opposed by the Regents, has been introduced to create a state board of control for independent postsecondary institutions, providing for licensing of schools and their agents, and to fix fees and penalties.

Illinois

The 1971 legislature enacted the Illinois Financial Assistance Act for Non-public Institutions of Higher Learning and appropriated $5,970,000 for grants during fiscal year 1972. The Board of Higher Education is recommending a $6 million appropriation for fiscal year 1973. The amount is based on a formula of $100 per freshman and sophomore State Scholarship Commission monetary award winner and $200 per junior and senior state resident student. In addition, the Board is recommending a $1 million appropriation for interinstitutional cooperation grants between the state's system of public and private education. Specifically the funds are recommended for a cooperative graduate center involving public and private institutions in Illinois and Iowa, a cooperative graduate center in the Rockford area, and for support of activities of the Collegiate Common Market. The Board has recommended $13.9 million to continue in fiscal 1973 the Health Services Education Grants Act which provided for the expanded production of physicians, dentists, nurses and other health programs personnel through grants to nonpublic institutions for increasing their education enrollments.

A total of $59.3 million has been recommended for support of the programs and administration of the Illinois State Scholarship Commission for fiscal year 1973. The increase in the funding for the Commission will permit it to: (1) increase the regular awards for use at either public or private institutions from 57,380 to 70,000; (2) be prepared to assist veterans at public community colleges with $3 million; (3) assist 1,500 students for the first time at hospitals schools of nursing and in allied health programs; (4) assist 2,000 entering freshmen with need who would have in the past qualified for a tuition waiver award which is no longer available; and (5) assist all needy students affected by tuition increases at public colleges and universities seeking assistance by June 1.

Kentucky

Senate Bill 262, which has passed the Senate and is under consideration by the House, would permit state tuition grants to needy Kentuckians attending private colleges in the state. The measure carries an appropriation of $2,500 which is sufficient only to assure a court test of the program's constitutionality.

Maryland

Several measures are being considered by the legislature concerning the present program of state aid to private higher education in Maryland. House Bill 17 changes the accreditation requirements for private higher education institutions under the current program aid; Senate Bill 57 amends the provisions concerning qualification of certain higher education institutions for the apportionment of state aid to private higher education; and House Bill 210 would have repealed the law which established the current program. The latter bill, however, has been withdrawn by its sponsor. House Bill 649 directs the Council for Higher Education to assist the Board of Public Works in the admininstration of public aid (related to private higher education) concerning the utilization of the aid by these institutions.

House Joint Resolution 24 calls for the establishment of a Commission on State Aid to Independent Institutions of Higher Education to study the extent of the financial problems of private colleges and universities in Maryland and ways in which their continued existence may be insured in the best interests of the state and the institutions.

Missouri

Two programs providing state aid to private higher education have been proposed under three measures introduced thus far. There seems to be more support for some type of aid to private schools in Missouri than in the past. The legislature is examining the possible economy of private subsidation as opposed to public expansion. Senate Bill 613 would establish a program of financial assistance for students to attend public and private institutions of higher education in Missouri. The program, to be administered by the Commission on Higher Education which will establish eligibility requirements and rules and regulations, would provide students with financial assistance based on need but not to exceed one-half of the fall 1971 tuition and fees at approved institutions or $900. The bills appropriate $3.5 million for fiscal year 1973 approximately half of which would be used for private institutions' students. House Bill 1032 and Senate Bill 521 establish contractual arrangements between the state and the private schools and colleges of medicine and osteopathy in Missouri for the medical education of the state's residents. The bills allow for $4,000 to be paid to the contracting institutions for each resident enrolled full-time on October 1 of each year as a candidate for the doctor's degree in medicine or osteopathy.

Nebraska

Legislative Bill 1171 would provide tuition grants, based upon financial need, for full-time students who are residents of the state attending accredited independent institutions of higher education. The State Commission for Higher Education Aid would be created to administer the program. An amendment has been added to the bill which would limit the grants to $500 per student.

New Jersey

Two issues affecting private and proprietary institutions are under consideration by the Senate Education Committee. Senate Bill 201 appropriates $100,000 for added student spaces in independent colleges and universities. The Department of Higer Education opposes the bill as a bill suggested by the Department is being drafted to aid the independent institutions. The other measure, Seante Bill 628, provides for the regulation and licensing of schools of business and commerce and schools or studios of instruction including tutorial services, with a recreational or vocational objective.

New York

The state program of aid to private colleges and universities, known as Bundy aid, is budgeted at $30 million in the governor's recommendations, up slightly from a revised 1971-72 appropriation to account for expanded enrollments. The Regents, in their 1972 recommendations, have requested that the aid be increased and that the present formula be revised to provide $300 for each associate degree, $800 for bachelor's degrees, $600 for master's degrees, and $3,000 for doctoral degrees. These legislative changes would result in an increase of $10.8 million in fiscal year 1972-73, in addition to the $30 million budgeted.

Under the governor's recommended budget, the Higher Education Opportunity Program grants would rise to $6.8 million and $260,000 would provide education for Indians. Regents scholarships would be cut by $2.4 million, while scholar incentive awards would rise by $2.3 million. New bills introduced this year would entitle children of servicemen who are prisoners of war or missing in action to use decreased or disabled veterans' scholarships (Senate Bill 7532, Assembly Bill 8617); repeal the reaward provisions of th Regents' college scholarship program (Senate Bill 7575, Assembly Bill 8588); provide for scholarships for children of policemen, firemen, and prison guards killed in the line of duty (Senate Bill 7606, Assembly Bill 8634); and establish state scholarships for children of crime vitims.

Oklahoma

Senate Bill 384 authorized private education institutions accredited by the State Regents or a regional accrediting agency to utilize the provisions of the Oklahoma Central Purchasing Act. Senate Bill 482 fixes the renewal license fee of private schools at the same original fee.

In 1971 the legislature approved a program of tuition aid grants to be administered by the State Regents for full-time resident students at accredited public or private institutions in the state, but the program was not funded. Senate Bill 383 requests an appropriation of $1.25 million to start the program. In the health fields, a number of measures have been introduced or held over to provide assistance to students. Senate Bill 10, held over, makes an appropriation of $50,000 to the Rural Medical Education Loan and Scholarship Fund and a new bill, House Bill 1564, appropriates $75,000 to the Fund. Two companion bills would appropriate $50,000 to the State Regents for loans to student nurses (Senate Bill 378) and provide for the Regents to administer a loan fund for nursing students (Senate Bill 377). House Bill 1341 provides for the Regents to administer a scholarship program relating to the practice of osteopathy in rural areas. Senate Bill 249 permits investment in federal and state insured loans made to students under the guaranteed loan program and House Bill 1560 appropriates $13,750 to the Regents for the education of dependent youth and orphans at Eastern Oklahoma State College of Agriculture and Applied Science (approved by both houses and signed into law by the governor).

South Carolina

There is expected to be pressure during the 1972 legislative session to amend the South Carolina constitution which prohibits direct or indirect state aid to sectarian institutions. Two measures have been introduced, House Bill 2634 and Senate Bill 598, both which propose to eliminate the word "direct" in order that indirect assistance might be available.

The Commission on Higher Education has recommended that a state-funded program of nonrepayable grants to needy undergraduate students be established to supplant the existing Tuition Grant Program (Act 1191 of 1970), which is more restrictive in scope.

Tennessee

In 1971, the legislature approved a tuition grant program which would grant needy students up to $1000 each academic year for tuition and mandatory fees at any college or university, public or private, in the state, but did not fund the program. Senate Bill. 1634, introduced on February 29, provides $2 million to initiate the program in 1972-73. House Bill 1855 and Senate Bill 1665 waive tuition and fees for Vietnam veterans and certain members of their families at state institutions of higher education. Senate Bill 1526 (House Bill 1718) amends an existing law providing free tuition and fees for children of World War II and Korean War servicemen killed in action by adding dependents of prisoners of war or missing in action servicemen in Vietnam.

Virginia

House Joint Resolution 24 calling for a constitutional amendment to allow grants-in-aid to residents of the state attending private institutions of higher education is being held in committee and is unlikely to reach passage during the current session. Senate Bill 77 establishing a tuition loan act for residents of the state attending private accredited institutions inVirginia has been approved by both houses. However, the measure was not funded and has not been signed by the governor and it is possible he will veto the bill. The legislature has, however, seemed concerned with funding for the private colleges and universities and is considering two other measures. One establishes loan eligibility for construction purposes for the private institutions and the other amends the state scholarship program for teacher education to allow recipients to attend either public or private institutions. This program formerly was limited to public state institutions only.

West Virginia

Senate Bill 76 and House Bill 617 limit the use of the words "college" or "university" by a person, firm, or association, or corporation to those that award an associate, baccalaureate, graduate, or professional degree. Senate Bill 77 (House Bill 618) is a new section which would empower the Board of Regents to establish a new graduate college designed primarily to serve part-time commuting students in the Kanawha Valley area. The new graduate college would encompass all programs, operation, and resources of the present Kanawha Valley Graduate Center, a branch of West Virginia University, and would use faculties and facilities of colleges in the area.

TABLE 1. FACULTY AND STAFF RESOURCES (FULL-TIME) AT ICUI INSTITUTIONS, ACADEMIC 1969-1970*

Institution	Full-Time Teaching Staff	Teaching Staff with Doctorate Degrees	Admin. Staff
Anderson College	80	34	29
Bethel College	44	5	5
Butler University	151	70	28
Concordia Senior College	44	20	3**
DePauw University	164	87	33
Earlham College	97	59	31
Ft. Wayne Bible College	31	8	9
Franklin College	56	20	12
Goshen College	76	38	35
Grace College and Theological Seminary	36	10	10
Hanover College	74	46	31
Huntington College	69	16	25
Indiana Central College	32	7	15
Indiana Institute of Technology	48	20	12
Manchester College	86	30	18
Marian College	65	15	17
Marion College	35	10	12
Oakland City College	39	7	8
Rose-Hulman Institute	56	34	25
St. Francis College	110	22	5
St. Joseph's College-Calumet	48	17	10
St. Joseph's College-Rensselaer	—	—	—
St. Mary-of-the-Woods	46	6	12
St. Mary's College	98	50	26
St. Meinrad College	38	11	18
Taylor University	74	20	33
Tri-State College	103	24	19
Univ. of Evansville	155	50	60
Univ. of Notre Dame	616	439	181
Valparaiso Universtiy	245	86	73
Wabash College	86	57	22
TOTALS	2,902	1,327	817

*These figures do not include faculty on sabbatical or other leaves or those employed for less than 60% of their time at the school.

**Does not include administrators who also teach.

APPENDIX G

TECHNICAL COMMITTEE ROSTER

COMMITTEE I - ENROLLMENT AND POPULATION

Dr. Edward L. Whalen - Indiana University - Chairman
Dr. D. Mays - Ball State University
Dr. T. Michael Elliott - Purdue University
Ms. Mary Zeedyk - Purdue University
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Mr. Dean M. Ransburg - Indiana Vocational Technical College
Mr. L. Richard Gohman - Commission for Higher Education

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Mr. James Commons - Indiana Vocational Technical College
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Ms. Mary Hume - Indiana Vocational Technical College
Dr. Phillip Chamberlain - Indiana University
Dr. Isaac Beckes - Vincennes University
Dr. Jack Bottenfield - Vincennes University
Ms. Loretta S. Glaze - Commission for Higher Education

COMMITTEE VI - STATE AND NATIONAL TRENDS

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Dr. Charles Lawshe - Purdue University
Dr. Casey Tucker - Ball State University
Dr. Lawrence Newberry - Indiana State University
Mr. Robert Martin - Indiana Vocational Technical College
Dr. David Kramer - Indiana University
Ms. Loretta S. Glaze - Commission for Higher Education

THE INDIANA PLAN FOR POSTSECONDARY EDUCATION: PHASE ONE

VOLUME II

A PATTERN FOR THE FUTURE

COMMISSION FOR HIGHER EDUCATION
of the
STATE OF INDIANA

Indianapolis, Indiana
June, 1973

COMMISSION FOR HIGHER EDUCATION OF THE STATE OF INDIANA

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Mr. Robert Lucas*
Mr. Van P. Smith*

Dr. James B. Kessler
The Commissioner

**Planning Committee Members*

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FOREWORD

On September 29, 1972, the Commission for Higher Education made public a preliminary draft of its plan for postsecondary education in Indiana. The Commission made clear that the draft was intended as a catalyst for public discussion.

After release of the preliminary draft, the Commission conducted 22 public hearings. These gave citizens in every part of the state an opportunity to express their opinions. Commission members heard thousands of words of comment and suggestions from educators, public officials, students and taxpayers. Copies of the written testimony submitted at each public hearing were distributed to each Commission member so that each one would know of all of the concerns expressed at the public hearings. Additional points of view were presented to the Commission in the form of hundreds of letters and other documents.

These opinions and observations were given careful consideration. Indeed, many of the thoughts thus communicated by citizens were utilized in the Commission's development of this final draft.

The final draft is based on the preliminary draft. It incorporates changes in the preliminary recommendations made subsequent to the public hearings, changes in wording to clarify the meaning intended by members of the Commission, and rearrangement of recommendations and related material.

In a very real sense, this plan was written by the members of the Commission.

James B. Kessler, Ph.d.
Commissioner for
Higher Education
of the State of Indiana

VOLUME II

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INTRODUCTION

Postsecondary education in Indiana evolved from very meager beginnings. Shortly after Indiana attained statehood in 1816, the first state-supported postsecondary institution was established. Since 1819, the state system has grown from a single institution to six public institutions with 30 campuses,* centers and technical institutes. This system is complemented by more than 30 independent institutions.

Purdue University and Indiana University have gained international prominence as major centers of academic excellence. Ball State University and Indiana State University have evolved from teachers' colleges into statewide universities offering a broad range of undergraduate and specialized graduate curricula. Vincennes University has become a unique two-year institution with a wide variety of academic and career education programs. Indiana Vocational Technical College, established just 10 years ago, has made commendable progress in developing occupational education programs. Many of the independent institutions of the state long have been recognized as outstanding. They provide excellent educational opportunities for the citizens of the state.

Until 1971, Indiana had no central coordinating authority for postsecondary education. Nonetheless, institutions in both the public and independent sectors responded well to the needs of society. They constituted a statewide system of postsecondary education and made its service available in every region of Indiana. Extension courses, regional campuses and technical institutes remove geographic barriers to access through a system that is unique in the nation.

Recent efforts to improve coordination and effect formal statewide planning date from 1961. At that time the Indiana General Assembly created a Post-High School Education Study Commission. Its charge from the General Assembly was to:

> . . . survey the entire problem of post-high school education in Indiana, including the cost of higher education in our present colleges and universities, both public and private, the problem of financing such institutions, the question of community colleges, junior colleges, area technical schools, and other types of institutions designed to meet the needs of persons who have terminated their high school education either by graduation or withdrawal.

The Study Commission conducted a two-year survey of the problems and offered a series of recommendations to the General Assembly and the Governor. Some of the recommendations resulted in legislation, including the act creating Indiana Vocational Technical College.

In 1967, the General Assembly established the State Policy Commission on Post-High School Education and ordered it to take another look at postsecondary education problems. The Policy Commission employed staff consultants and published a report in December, 1968. The report contained many recommendations but none was implemented by the General Assembly.

After adjournment of the 1969 Assembly session, the Legislative Council established a Higher Education Study Committee consisting of sixteen legislators. This Study Committee made a single recommendation which was in basic accord with the findings of a Coordinating Committee of eleven members appointed by the Governor to study higher education during the interim period and to make recommendations to him. These actions led to the passage of the 1971 Act creating the Commission for Higher Education as a permanent coordinating agency.

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*The Fort Wayne campus of Indiana University and Purdue University is treated as one campus throughout this plan.

Commission membership includes one representative from each of Indiana's eleven congressional districts and one member-at-large. Commission members are appointed by the Governor for staggered terms of four years. The legislation establishing the Commission outlined three sets of powers and duties:

1. To develop and keep current a long range plan for postsecondary education in Indiana;

2. To recommend to the Governor, the Budget Agency, and the General Assembly all appropriations for postsecondary education in the state; and

3. To approve or disapprove new campuses, centers, branches, schools, colleges, and new degree programs proposed by each publicly-supported postsecondary educational institution.

The General Assembly also mandated the Commission to "take into account the plans and interests of the state private institutions, anticipated enrollments in state post-high school institutions, financial needs of students and factors pertinent to the quality of educational opportunity available to the citizens of Indiana."

All of the Commission's responsibilities are important but the Commission believes planning is pre-eminent. The approval of new degree programs, schools, or campuses can only be considered rationally in the context of a well-structured and carefully-reasoned long range plan. Similarly, budgetary recommendations will be most useful when they are based on a planned course of action requiring given levels of supporting resources.

The Commission's first long range plan for postsecondary education is presented in two volumes. Volume I contains summaries of a series of current status studies. These studies are the factual basis for the recommendations included in Volume II.

In its deliberations, the Commission also recognized that postsecondary education does not take place in isolation from society. Postsecondary education's complex arrangement of institutions in interaction with individuals exists to serve society's purposes and is subject to society's pressures and restraints. Clearly, as American society changes, so does American postsecondary education. At the state level, postsecondary education serves society best when it provides the means by which all of the state's people can adapt themselves to a complex world of social and technological change. It is with this broad purpose in mind that the Commission formulated this plan to guide it in developing decisions which will affect the future.

Volume II is organized into five chapters. Chapter I provides a summary of recommendations stressing basic concepts and considerations. Chapter II underscores the importance of viewing postsecondary education as a statewide system rather than as an assortment of descrete institutions and programs. Chapter III provides guidelines for improving access to educational opportunities. Chapter IV deals with program development at regional and residential campuses and technical institutes. In Chapter V, institutional missions, structure and governance are examined.

This plan is for the four-year period ending in 1977. The Commission also understands that effective planning must be a continuous process, that it must be responsive to changing or newly perceived needs, problems and aspirations. Further, in developing Volume II, the Commission determined that some subjects will require much additional study. For such subjects—for example, the financing of postsecondary education—the Commission has created mechanisms to gather and analyze information which can lead to further recommendations. The Commission believes the additional study will avoid risk of imprudent, hastily-developed decisions on matters of major importance to the people of Indiana.

All of the recommendations in this first phase of the continually developing plan are rooted in three basic premises: 1) the Commission is committed to ensure postsecondary educational opportunities for all Indiana residents commensurate with their diverse interests, backgrounds and educational qualifications; 2) the Commission believes planning for the future must be responsive to the varying needs of the state's geographic regions; and, 3) the Commission will assume leadership in urging institutions of postsecondary education to seek increasing levels of cooperation and sharing of resources.

CHAPTER I

SUMMARY

In developing its "Pattern for the Future", the Commission kept in mind four broad objectives:

1. To preserve and strengthen the vital instructional, research and public service functions performed by Indiana's statewide system of postsecondary education.
2. To assure the availability of educational programs that meet both the overall needs of society and the differing requirements of diverse individuals.
3. To promote the welfare of Indiana citizens and to ensure continued state progress.
4. To utilize the valuable educational resources of the independent postsecondary institutions in Indiana.

The objectives are both important and interconnected. Attaining them requires a comprehensive, statewide approach. Such an approach is the force that unifies all of the sections and all of the recommendations in the Commission's plan.

The plan is a unit. Specific chapters cannot be understood fully if they are extracted from the plan and examined in isolation. Each chapter, each section and each recommendation must be seen in relation to the whole. That whole is an integrated plan that reflects the Commission's view of postsecondary education in Indiana.

Statewide System

As the Commission sees it, postsecondary education is not a collection of individual institutions or isolated programs. It is a total, statewide system that exists to deliver needed, relevant educational services to the people of the state. Included in the system are the institutions and agencies responsible for education in the arts and sciences, the professions and occupations. Some of the institutions are publicly-supported. Others are independent. Still others are proprietary. As parts of the system, all have an obligation to seek new levels of cooperation and coordination.

The future plans of the public institutions should explain how they intend to implement the overall, statewide plan. These institutions should make expanded use of contractual agreements. Through such agreements, they will be able to extend their range of services while minimizing the unnecessary duplication of facilities and programs. In each of the state's 14 planning and development regions, public and independent institutions should join in consortia for the purpose of increasing regional cooperation and coordination. Public institutions within a region should move toward greater cooperation in management and operation.

While striving for increased efficiency, institutions and agencies should accelerate the development of innovative programs to meet the changing needs of society. Such programs as off-campus instruction and those made available through the Indiana Higher Education Telecommunications

System (IHETS) can serve as examples of innovative ways to extend access to educational services beyond traditional limits.

Both innovative and conventional programs should aim at the development of the full potential of each student. Student development also should be encouraged through the maintenance of adequate academic and career advisory services on each campus.

In some areas of systemwide concern, the Commission lacks complete information on the possible fiscal impact of proposed new policies, programs and activities. To secure such needed information, the Commission has begun an in-depth study of the financing of postsecondary education in Indiana.

The Commission also has begun a study of medical and allied health education. This study will develop information essential to assess manpower needs, to develop needed programs in health career education and to understand the financial implications of such programs.

Another study contemplated by the Commission will concern the professional field of education. The study will investigate need for qualified teachers and identify the varying levels of responsibility of the public institutions for the training of teachers.

In the independent sector of the statewide system, some institutions have indicated that they face many difficulties. Problems created by rising costs and limited resources impair the future of institutions that long have played a significant role in providing Indiana with a diversity of educational opportunities. With so much at stake, the state has a responsibility to develop mechanisms that can assist the independent sector without compromising the unique characteristics of any institution. The development of such mechanisms requires the thorough and constructive studies recommended by the Commission.

Access

From the point of the individual, a functioning statewide system of postsecondary education is useful only if it is accessible. For that reason, one of the Commission's primary goals is the lowering and eventual elimination of the geographic, academic, financial and motivational barriers to educational access.

One of the first steps toward realization of this goal must be the elimination of discriminatory practices where there is any indication that such practices can exist. In addition institutions should investigate the use of imaginative programs that can enable students who need to do so to become involved in quality programs outside classroom walls.

Geographic access will be improved as Commission recommendations for the strengthening of programs on all campuses are implemented. While available resources will not permit the development of all programs in all communities, a student should be able to pursue at least the first two years of some baccalaureate curricula in each region where it is economically feasible to do so. Occupational education and arts and sciences programs should be available on a regional basis. Additional programs which are not economically feasible on a regional basis, but which meet statewide needs and interests, should be available at convenient locations. In some cases, arrangements to assure wide availability of programs in the arts and sciences, occupational and professional programs will involve contractual agreements among institutions.

A major objective of the Commission is to ensure academic access at the entry level in occupational or arts and sciences programs to every Indiana citizen. After entry, continuation in programs will depend on a student's performance. In addition, each high school graduate should be able to enroll in some public postsecondary institution in his or her region.

To make the objective of improved academic access meaningful, institutions must strengthen programs that bridge the gap between the secondary and postsecondary levels of education. These transitional programs will be especially beneficial to older adults, and to persons from families and groups whose interest in and ability to take advantage of postsecondary education have been inhibited by financial and cultural barriers.

To improve financial access, the Commission recommends the continuation of the State Scholarship Program and the expansion of the Educational Grant Program so that state support for the latter equals that of the former. Grants and scholarships should be awarded not only to recent high school graduates but also to other qualified citizens. The tuition and fee cost of attending the Indiana institution of the student's choice should be taken into consideration in determining the magnitude of his need.

A special effort should be made to encourage the enrollment of students who traditionally have felt that they would be out of place in an institution of postsecondary education for reasons having nothing to do with their interest in education and their capacity to learn.

Program Development

For regional and residential campuses and technical institutes the Commission seeks to foster continued sound development. As an important move in this direction, the Commission recommended to the 1973 General Assembly and to the Governor a financial program to assist regional campuses. The program urges the state to provide a minimum level of financial support for each student wherever he is enrolled in the system. The objective is to assure equal financial support for students in similar programs at all campuses in the state system whether these campuses are regional or residential.

In keeping with state population trends, the Commission also urges that an increasing share of the money available for postsecondary education be allocated to institutions located in the more populous urban areas. These campuses also should be granted increasing functional and financial independence when it is clear that the interests of students and of the community will be served by such actions.

To improve public understanding of regional campus development, the state budget should provide separate listings for Indiana University-East, Indiana University-Fort Wayne, Indiana University-Kokomo, Indiana University-Northwest, Indiana University-South Bend, Indiana University-Southeast, Purdue University - Calumet, Purdue University-Fort Wayne, and Purdue University-North Central. The health and non-health budgets of Indiana University-Purdue University at Indianapolis also should be listed separately. The board of trustees of an institution should retain the authority to transfer funds from one regional campus to another within a total institutional budget. The amount and justification for any such transfer should be reported to the Commission for Higher Education and the State Budget Agency.

The recommendation to accelerate regional campus development in no way implies a desire to de-emphasize residential campuses. Those current programs which are useful should be strengthened, not weakened. New programs that meet the needs of society should be developed when needed through the continuing careful reallocation of resources.

At the master's, intermediate and doctoral degree levels, the number and variety of programs generally appear adequate to meet present needs. However, the Commission realizes that rapidly changing factors in our society may create demands for new programs for which need can be demonstrated clearly. To assure continued excellence and improvement in graduate education, new programs should be developed in keeping with statewide guidelines. In all program planning, the special needs of urban areas must be given consideration.

In the field of occupational education, Indiana and its citizens need diverse educational opportunities. The delivery system for occupational education must be flexible enough to meet the state's changing social and technological needs. The activities of institutions and agencies must be more closely coordinated on a regional and statewide basis.

As a vital part of the occupational education delivery system, Indiana Vocational Technical College should continue to develop programs that produce skills at the proficiency, certificate and associate degree levels. Vincennes University should continue to strengthen its valuable occupational programs.

To obtain the additional information needed to make more detailed recommendations on occupational education, the Commission has recommended an intensive study. Pending completion of this study, operating budgets should be maintained at levels that permit the strengthening of present programs.

Missions, Governance and Structure

In this document, the Commission lists a region-by-region statement of the missions of the public sector campuses that comprise the statewide system. The term "region-by-region" is important because it underscores the Commission's belief that all institutions have a special responsibility to the regions in which they exist. The responsibility includes the instructional, research and public service functions.

In all three functions, institutions should concentrate on the strengthening of useful, successful, current programs. Both research and public service activities should be extensions of the instructional mission of an institution and there should be greater emphasis on interinstitutional cooperation that can result in the sharing of expensive facilities and equipment.

In the areas of governance and structure, the Commission accepts continuation of the present basic pattern pending completion of a series of specific studies. An exception to the present pattern involves the Evansville campus of Indiana State University where a unique set of circumstances has resulted in a recommendation by the Commission to sever the relationship of the Evansville campus and its parent institution. The Commission recommends that an interim board of trustees be created to govern the Evansville campus for two years. Simultaneously, the Commission calls for the establishment of a broad-based community task force to assess the educational needs of southwestern Indiana and to recommend the pattern of governance most likely to meet these needs effectively, efficiently, and economically.

For Indiana University-Purdue University at Indianapolis, the Commission requested that the boards of trustees of both Indiana University and Purdue University report their plans for the future governance of this institution. A concurrent study will consider separately the health career education program at Indiana University-Purdue University at Indianapolis.

The boards of trustees of Indiana University and Purdue University also were asked to study the arrangements for governing their campuses in Allen and Lake Counties. Again, a subcommittee of the Commission is conducting concurrently a study of the most effective and efficient ways to govern these campuses.

The objective of the governance studies—like the objective of the total Commission plan—is to continue the strengthening of the ability of Indiana's postsecondary system to provide educational services of high quality for its citizens.

CHAPTER II

A STATEWIDE SYSTEM

In formulating its plan, the Commission viewed postsecondary education in Indiana not as an assortment of independent and largely self-contained institutions and programs but as a total, integrated system. This system concentrates on the effective delivery of meaningful educational services to all citizens in all parts of the state.

The statewide system concept centers on people. It does not impose uniformity on institutions. Instead, it recognizes and encourages institutional individuality. It stresses the highest level of cooperation, the working together of colleges, universities and agencies in both the public and independent sectors. The system concept extends beyond the academic programs ordinarily associated with campus classrooms. It includes the full range of education after high school, all of the educational activities that benefit individuals and society.

The statewide system concept minimizes waste and maximizes the effectiveness of each educational dollar. It seeks to make certain that no educational need is overlooked. It encourages imaginative new approaches to instruction, research and public service.

Of course, none of these benefits occur automatically. They require development of systemwide goals and a systemwide strategy to reach those goals. The plans of each institution must be adjusted to the statewide plan. With this in mind, the Commission recommends that:

1. **Each of the public institutions of postsecondary education prepare a detailed long range plan for each of its campuses and extension centers. Each plan should state how the institution intends to implement the policies established by the Commission. Each plan should be submitted to the Commission by March 1, 1974.**

The Commission also suggests that:

2. **Each institution in the independent sector prepare a detailed long range plan. The plans, which should be submitted to the Commission by March 1, 1974, will assist in increasing coordination throughout the system.**

It is imperative that preparation of an institution's plans involve trustees, administrators, faculty and students. There also should be close communication with the citizens of the institution's home geographic region.

In the preparation of these long range plans, each institution, of course, will consider its instructional function. There are several points-of-view regarding the primary purpose of education. The three principal points-of-view are—

—The humanist view which emphasizes the preparation of the individual to live an enriched life as the primary function of education.

—The market place view which emphasizes the training of a student in the profession or occupation to which he is attracted as the primary function of education.

—The manpower requirements view which emphasizes the meeting of the manpower needs of society as the primary function of education.

Since all these views have merit, and since students will benefit from a balance of programs, the Commission recommends that:

3. **Future planning for instructional programs in occupational, arts and sciences and professional education incorporate the humanist, market place and manpower requirements points-of-view.**

For it to be fully effective as a coordinating agency, the Commission needs to be kept posted on the intentions of institutions to develop new programs. For that reason, the Commission recommends that:

4. **All public postsecondary institutions file with the Commission notices of their intention to develop new programs and before proceeding with development, the institutions receive planning approval from the Commission. Procedures and guidelines for filing notices of intent will be developed by the Commission.**

5. **All independent postsecondary institutions be requested to notify the Commission of their plans to institute new programs. Notification will enable the Commission to take such plans into consideration in coordinating the total system.**

For many years, Indiana's public and independent institutions have demonstrated their willingness to cooperate. The Indiana Conference of Higher Education, founded in 1945, encouraged this cooperation on many levels by promoting faculty participation in joint programs, the sharing of instructional resources and the joint use of facilities. Such activities enhanced the efficiency and effectiveness of the system and established the foundation for intensified cooperation in the future. To further this end, the Commission recommends that:

6. **Contractual agreements become a major mechanism for the expansion of cooperation in the statewide system of postsecondary education. Such agreements can involve institutions in both the public and private sectors and programs in arts and sciences, professional and occupational education. By contract, the unique programs of one institution may be offered at the campuses of another. This allows improved utilization of the strengths of participating institutions, avoids duplication of effort and contributes to geographic access. All contracts should specify the institution responsible for—**

    a. **Program content**
    b. **Admissions policy**
    c. **Faculty selection criteria**
    d. **Funding**
    e. **Administrative and support services**
    f. **Facilities**
    g. **Certification (degrees)**
    h. **Counting of student enrollment**

In many parts of the state, contractual agreements well may involve public and independent institutions located in the same geographic region. Through a contract, such institutions often can complement their own strengths, expand the educational opportunities available to students and increase service to the regional community.

These effects can result from contracts that allow the sharing of institutional resources, reduce the overlapping of programs and make the best use of specialized faculty talent and unique research or instructional facilities. To stimulate the development of such contracts and to promote other types of institutional cooperation, the Commission recommends that:

7. **Appropriate regional and other consortia be developed among the public and independent institutions in order to increase cooperation and service and to decrease the potential for conflict.**

Within the public sector, there is an additional opportunity for improved coordination. To capitalize on that opportunity, the Commission recommends that:

8. **When two or more public sector campuses exist in the same region, they should move toward maximum cooperation in management and operation. Such cooperation will provide an economical means of improving service to students. The cooperation might involve joint use of a common campus with common administrative and other support activities or even the appointment of a joint administrative officer.**

In addition to its promotion of interinstitutional coordination, the Commission must seek to develop a close relationship with the Indiana Department of Public Instruction. This department, charged with responsibility for elementary and secondary education, now is undergoing an extensive examination that can lead to reorganization. Regardless of the outcome of this examination, the Department and the Commission share many concerns. These include the issues of educational financing, occupational education and teacher education and certification. To avoid conflict and promote cooperation, there is a need for clearly understood definition of terms and for an equally clear delineation of responsibilities. A starting point is the recommendation that:

9. **The Commission staff seek to establish appropriate liaison between the Commission and the Indiana Department of Public Instruction.**

Economy of operation is an important goal to the state and to its taxpayers. Taxpayers provide the primary financial support for the state's system of postsecondary education. In their interest, the Commission recommends that:

10. **Every effort should be made to effect economies in the operations of institutions and programs of postsecondary education. Such economies may exist in effective use of the Indiana Higher Education Telecommunications System; in the development of coordinated academic calendars; in the shared use of libraries, computers and other resources; and in the employment of contractual arrangements to provide instructional services.**

In the sharing of educational resources across regional boundaries, Indiana has had a productive history. One reason is that Indiana has a Higher Education Telecommunications System (IHETS). This system provides a statewide network for the electronic transmission of instructional programs.

Students in many locations can see and hear a program originating from a single source. The potential of IHETS for the future of postsecondary education is as great as it is obvious and the Commission recommends that:

11. **The board of directors of IHETS continually inform the Commission of current programs and future plans.**

In the past and present, the funding of IHETS has been limited to the equipment, facilities and manpower needed for the operation of the telecommunications network itself. No dollars have been appropriated for the development of programs utilizing that network. It has been assumed that sufficient funds for program development are available in the instructional budgets of institutions. However, that assumption does not take into consideration the need for programs that cut across institutional lines, programs that can contribute to a desirable increase in interinstitutional cooperation and coordination. To encourage production of new kinds of cooperative programs, the Commission recommends that:

12. **The General Assembly provide program funds to be administered by the IHETS board. Such funds should be used only for the development of joint instructional programs among three or more institutions and not for equipment lease or purchase. Recommendations on the amounts of the appropriations will be made by the Commission to the State Budget Agency and the General Assembly.**

Another recommendation of statewide importance involves off-campus credit instruction, the practice some institutions engage in to offer courses at locations outside their own immediate communities. During the 1971-72 academic year, public institutions offered some 452 courses in 74 locations in many parts of the state. These courses were attended by 8,647 students. The scope of this program appears to increase educational opportunities but it also contains the potential for wasteful duplication of effort. The Commission will study the present configuration of off-campus credit instruction in greater detail to determine whether unnecessary duplication exists. Pending further study, the Commission recommends that:

13. **Locations and courses for the off-campus credit instruction offered by public postsecondary institutions be conducted in accordance with guidelines developed by the Commission.**

Both IHETS and off-campus credit instruction are examples of the innovative approach that is vital to the continued development of postsecondary education. As society changes, institutions should be willing to question the utility of their accepted habits of operation. They should examine and reexamine curricular offerings and program requirements. They should be receptive to new ways of approaching the transmission of knowledge. For example, some institutions might consider granting credit for field experience and community service, a possibility that can extend the instructional process beyond the walls of the classroom. To provide flexibility within general program guidelines and to encourage non-traditional institutional opportunities for all institutions, the Commission recommends that:

14. **New programs which are uniquely designed to respond to individual and community needs, which can reasonably be supported by available or potential resources and which are consistent with institutional missions should be conceived and proposed to the Commission for consideration.**

In reviewing new program requests the Commission will consider need, anticipated enrollments and the available resources, physical and financial, of the campus to support the proposed program. All information should be presented according to procedures established by the Commission.

The responsibilities of institutions are not limited to the offering of courses of study. Each institution also should consider the needs and ambitions of the individual student, how that student sees himself and how he or she relates to society. The student needs individual advice in the selection of programs, in identifying suitable career objectives, and in achieving adequate placement in a career. So the Commission recommends that:

15. **The availability of academic and career advising should become a more recognized part of the instructional function.**

In some areas of system-wide concern, the Commission at this time lacks hard data on which to base specific recommendations. To provide this information, the Commission will initiate a series of intensive studies, including the previously mentioned study pertaining to the financing of postsecondary education.

The financial arrangement that supports institutions and programs in both the public and independent sectors is as complex as it is critically important. It involves many major public policy questions. For example, what share of the cost of postsecondary education should be borne by the student? What share should be assumed by the state? When state funds are used, how should they be channeled to institutions? Through direct appropriations? Or through assistance to students in the form of grants, scholarships, deferred payment loans, tuition tax credit or other methods? And where will the dollars come from—state taxes, federal grants and loans, student tuition fees, incomes from rentals, gifts from individuals, corporations and foundations or fees for a variety of services provided by the institutions?

Other major questions center on the allocation of available financial resources among the many institutions and programs in the statewide system. What should be the criteria for this allocation? Should the system's independent institutions be included, and, if the answer is yes, how should this objective be accomplished? Is it possible to establish systemwide guidelines for budgeting and accounting? Is there any reasonable way to measure program effectiveness, and to determine if public resources are being used to the best possible advantage of the public?

The search for reasoned answers to these and many related questions is a monumental undertaking, the first of its kind in the history of Indiana postsecondary education. It is an undertaking that deserves to be carried through to completion. Therefore, the Commission recommends that:

16. **Sufficient resources be made available to the Commission to allow an exhaustive study of the question of financing postsecondary education in Indiana.**

One phase of the financial study unquestionably must involve the impact of the 1972 amendments to the federal Higher Education Act of 1965. These amendments, passed last year by Congress, have been termed by some as the most significant federal educational legislation since the Morrill Act of 1862 established the land grant colleges. The amendments allow extension of many existing federal programs. They also authorize new programs to provide additional assistance to students and institutions. However, the ultimate effects of this legislation will be determined by the detail and extent of federal appropriations.

Another study to be undertaken under Commission authority involves the field of medical and allied health education. Meeting an increasing demand for health care professionals and paraprofessionals is a major challenge to Indiana. Providing an adequate supply of qualified manpower to both rural and urban areas will require new knowledge and insights. These will be provided through a study conducted by an advisory subcommittee of the Commission. Specifically, the Commission recommends that:

17. **The Commission's advisory subcommittee on health careers education shall develop the necessary information bases for recommendations to the Commission on—**
    - a. **The health manpower requirements of each region.**
    - b. **Postsecondary educational programs in health related fields.**
    - c. **Coordination of the educational system's output of health care personnel with the manpower needs of the state.**
    - d. **Financing the operating and capital needs of health career education.**

The advisory subcommittee should present a report to the Commission by August 31, 1973.

In the professional field of education, the Commission needs to know more about the supply and demand for elementary and secondary teachers. Why does Indiana have an apparent overall surplus of qualified teachers but an apparent shortage of teachers with credentials in some specialized areas? How can the statewide educational system assure the availability of needed and capable teachers during the coming years?

To get the answers to these and many other questions, the Commission recommends that:

18. **A special advisory committee be created by the Commission with members drawn from public and independent postsecondary institutions, from professional educators in the state's elementary and secondary school systems and from citizens not professionally connected with education. The committee should study the field of education and make recommendations to the Commission on the need for programs at all levels and on the institutions to which those programs should be assigned. The committee's findings should be reported to the Commission by May 1, 1974.**

In the field of learning resources—libraries, audio-visual services, language laboratories, instructional computers and other increasingly expensive facilities and equipment—there also is a need for more information. The state system's inventory of learning resources must be reviewed. Then there must be a study of utilization. Finally, the Commission must seek to foster the kind of interinstitutional coordination that will promote efficiency while increasing the availability of those services currently needed. To accomplish these objectives, the Commission recommends that:

19. **A task force on libraries, audio-visual services and other learning resources be formed by the Commission. The task force will conduct a thorough study of these resources and make recommendations designed to promote both efficient use and statewide availability. The task force should report to the Commission by November 1, 1973.**

In the computer area, an interinstitutional task force from the public sector already is at work. At the request of the Commission, the task force is studying both academic and administrative data processing. To coordinate the work of the task force with the Commission's total planning effort, it is recommended that:

20. **The public sector task force on computers report its factual findings and its recommendations on both academic and administrative data processing to the Commission by November 1, 1973.**

One other part of the statewide system—the vitally important independent sector—must receive the attention of a special study. The sector is so large and so significant that it deserves the most thorough and constructive consideration.

In 1972, nearly 53,000 students were enrolled in colleges and universities. Almost half of these students were Indiana residents. Projects by members of the Independent Colleges and Universities of Indiana, Inc. (ICUI) indicate that the proportion of Indiana students to total enrollment will remain close to 50 percent for the immediate future. Independent institutions now provide educational services for over 20,000 residents of the state. To accommodate these students in the public sector would require development of facilities with a total capacity exceeding the enrollment at Purdue University's West Lafayette campus.

With so many students involved, it is obvious that any weakening of the independent sector would have serious consequences for the statewide system. A substantial financial burden would be shifted from independent institutions to the public sector and the system's desirable diversity would be eroded.

Unfortunately, there is evidence that at least some independent institutions already are facing difficulties. Spokesmen who testified before the Commission have described serious problems created by rising costs and limited resources Some institutions appear to be pricing themselves out of the educational market because they have been forced repeatedly to impose substantial increases in tuition and fees. Other institutions have raised charges to the point that many students must come from families in the highest income groups.

Under such circumstances, there is a need for action. This action must be designed to assure continuation of the ability of the independent sector to contribute to Indiana's general welfare. At the same time, action by the Commission or by any other public agency must not reduce the essential freedom of any independent institution. Each independent college and university must be free to decide the nature of its participation in the total system.

The challenge is to develop mechanisms that allow participation in a way which will preserve the distinctive character and unique qualities of the independent institutions. To meet this challenge, the Commission recommends that:

21. **A special advisory committee be established by the Commission to study the independent sector and to recommend a plan of action leading to its improved participation in the statewide system of postsecondary education. The committee should report to the Commission by May 1, 1974.**

CHAPTER III

ACCESS

Through the years, the people of Indiana have created a system of postsecondary education that ranks with the best in the nation. Yet, this accomplishment must mean little to the individual who is barred from entering the system as a student. From the individual's point of view, barriers to entry can take many forms. For some, it is the distance that separates a potential student's home from a campus offering a desired program. For others, the barrier is an average or below average high school academic record. Some individuals are denied the opportunity for postsecondary education because they lack sufficient financial resources. Still others may not even be aware of opportunities because their vision is blocked by cultural inhibitions.

All of the barriers to access—geographic, academic, financial and motivational—have serious consequences for postsecondary education and the society it serves. Each barrier bars individuals who could benefit otherwise from additional education. The individual is the immediate loser. But, in the long run, the loss affects the individual's family, the community and the state.

The Commission realizes that access issues are involved and difficult. It must take into consideration such questions as the availablility of necessary financial resources and the effect of improved access on academic standards. Nonetheless, improvement of access is so important that the process must begin without delay. One obvious starting point is the elimination of support for any discriminatory practices that may interfere with educational opportunity. Therefore, the Commission recommends that:

22. **No state educational institution of higher education receiving state funds and as defined in *Indiana Public Law 326, Acts of 1971,* and as consistent with court interpretations of civil rights legislation, shall engage in any program or contract, allow the use of its facilities by, or otherwise engage in joint activities with any individual, organization, or institution which in any way discriminates against students, potential students, or other persons with respect to race, color, ethnic origin, religion, sex or age.**

    Eligibility for admission of students or other persons to participate in educational services provided by state institutions of higher education under such contracts or programs shall be determined by the participating state institution.

    The right of a person or instructional personnel to participate in such programs or contracts or use of the facilities of said institutions shall not require that they hold membership in any professional or trade group or other organization unless that group or organization can demonstrate that its minority work force reflects the minority group population of the S.M.S.A. (Standard Metropolitan Statistical Area) or current census of the geographic area in which the trade group or organization takes its work force or membership and that the full cost of instruction is borne by the group or organization. Should the composition of the group or organization fail to reflect the S.M.S.A. or current census of its area it should present to the Commission for Higher Education and the Civil Rights Commission plans

acceptable to the Civil Rights Commission for achieving representative composition within a six month period of time unless extended by the Civil Rights Commission and the Commission for Higher Education. Any organization which fails to submit such plans in a form acceptable to the Civil Rights Commission and the Commission for Higher Education and to implement them within a reasonable time should be denied the use of tax-supported postsecondary facilities.

A universally appropriate method for increasing access is to utilize the proven ability of educators to develop imaginative new programs. The Commission recommends that:

23. **The state system search for new and innovative ways to provide postsecondary educational opportunities for the citizens of Indiana. Alternative avenues should be opened by which students, if they desire, can earn degrees or complete a major portion of their work outside the traditional classroom framework without sacrificing quality for convenience. Examples of ways through which these external degree programs can be developed and monitored include the College Level Examination Program, educational television programming, independent study, off-campus credit instruction and tutorial assistance.**

In terms of geographic access, the barriers will be lowered by the strengthening of offerings called for by the Commission in this plan. By giving attention to the needs of students at regional campuses, the plan will make stronger programs available within commuting distance of an estimated 90 percent of the state's people.

The regional availablility of quality programs is important to students whose finances force them to live at home, to those who do not prefer the environment of a residential campus and to those who have begun careers and who seek additional education as a means of self improvement.

While the geographic distribution of programs is commendable, it also is an economic fact that all programs cannot be justified in all communities. For some programs, the replication of facilities and equipment would be prohibitively expensive. Other programs attract too few students or satisfy too small a manpower requirement to be offered statewide.

In consideration of the needs and problems involved in geographic access, the Commission recommends that:

24. **A student be able to pursue at least the first two years of some baccalaureate curricula within each planning and development region where economically justifiable.**

25. **Occupational programs through the associate degree level should be consistent with the occupational interests of local students and the manpower requirements of local communities; additional occupational programs may be based on state and national rather than regional manpower requirements.**

26. **A selected range of arts and sciences baccalaureate level programs be made available throughout the state to the extent justified by student demand and economic feasibility.**

27. **Because some instructional programs, especially in occupational and professional education, are the exclusive mission of one institution, special arrangements should be made to assure adequate geographic access.**

The need to strive for "universal opportunity" in postsecondary education long has been recognized at the national level. The March 1971 Report on Higher Education sponsored by the Ford Foundation for the Department of Health, Education and Welfare spoke of the "goal of access to a college education for every young American." The Carnegie Commission on Higher Education has repeatedly recommended "universal access" and has outlined specific proposals for attaining that goal. Yet, while attendance rates across the nation have been increasing, the goal of universal access has not been attained by any state system.

However, to ensure the opportunity to participate in Indiana's system of postsecondary education, the Commission recommends that:

28. **A major objective of Indiana's statewide system must be to provide academic access to postsecondary education to every Indiana citizen at the entry level in occupational or arts and sciences programs. Continued enrollment in these programs should depend upon specified standards of performance. Access at the upper division baccalaureate and graduate levels may be restricted in keeping with resources and professional needs.**

This objective does not require that every institution admit every person who applies. Instead, it underscores the need to provide within the system an inventory of educational programs diverse enough to meet the varying needs of Indiana citizens. Some of these programs—and there are current examples on the system's public and independent campuses—are designed to bridge the chasm that sometimes separates the secondary and postsecondary plateaus. These programs help students to remedy educational deficiencies. The programs also assist students to adjust to the postsecondary educational experience. Such programs show much promise and the Commission recommends that:

29. **The needs of individuals with diverse educational qualifications, interests and backgrounds be met within the statewide system through special programs. These programs must receive adequate financial support. They then will increase academic access by enabling additional students, including older adults and members of low income and minority groups, to make the transition into postsecondary education.**

The special programs will be of great value to those potential students who find the barriers to access have both academic and geographic dimensions. Among these are the students who, for a variety of reasons, want to live at home and who are handicapped by a low ranking in their high school graduating classes. To accommodate such students, the Commission recommends that:

30. **All of a region's high school graduates should be able to enroll in a public postsecondary institution located within their region. Each institution is encouraged to develop programs that will accommodate all high school graduates from its region. In some cases, these programs will require interinstitutional cooperation.**

Of course, improvements in geographic and academic access may only serve to frustrate the student with limited financial resources. So, the Commission recommends that:

31. **The present State Scholarship Program be continued and the Educational Grant Program be expanded to a level of state support equal in total amount to the Scholarship Program in order to improve financial access for Indiana citizens.**

To assure full coordination with the planning and budgetary recommendations of the Commission, it is recommended that:

32. **The State Scholarship Commission administer the State Scholarship Program and the Educational Grant Program in communication with the Commission for Higher Education.**

33. **Potential students eligible for both state scholarships and grants should not be limited to recent high school graduates, veterans and others in the traditional college group. Instead, eligibility should include all citizens of the state.**

34. **The magnitude of each student's need be determined through a formula that takes into consideration the tuition and fee cost of attending the Indiana institution of the student's choice.**

This last recommendation constitutes recognition of the broad objectives of the "freedom of choice grant" concept supported by the Independent Colleges and Universities of Indiana, Inc., (ICUI) and adopted by the 1973 General Assembly. Pending completion of financial studies, the Commission is not prepared to recommend any specific formula or appropriation. When those recommendations are completed they will be designed to enlarge the student's freedom of educational choice at least by reducing the cost difference to the student if he elects to attend an independent rather than a public institution. This reduction in cost difference will help to preserve the institutional diversity that has contributed so much to Indiana.

For some potential students, of course, the barrier to postsecondary education has nothing to do with finances or with high school grades or geography. In these cases, the barrier is psychological and the consequence of long-standing social and cultural patterns. Some potential students do not seek education after high school because they feel they would be out of place in a college, university or technical institute. In the view of some people, such institutions traditionally have been the exclusive preserve of a dominant, middle class, white culture. That view prevents many Indiana citizens from seeking the education that will help them develop their full potential. Those who stay out of the classroom for such reasons penalize themselves and society is the loser. Therefore, the Commission recommends that:

35. **Special efforts be made to encourage individuals from those segments of society which traditionally have not pursued postsecondary education to take advantage of the opportunities provided by Indiana's statewide system.**

CHAPTER IV

PROGRAM DEVELOPMENT

As the coordinating agency for Indiana's statewide system of postsecondary education, the Commission has an obligation to encourage the continued development of educational programs that best serve the interests of all of the people of the state. Resources are not unlimited. Obviously, the proliferation of programs which create new costs must be carefully balanced against overburdened available financial resources. Programs should not be duplicated unnecessarily. Instead, development at every institution must emphasize those innovative activities which will meet the unique needs of people residing in the state's several specifically defined geographic regions.

The importance of making educational opportunities available on a regional basis long has been recognized in Indiana. Regional campuses, originally created as extension centers, were founded by Indiana State University, Indiana University and Purdue University at Indianapolis (1916), Fort Wayne (1917), Gary (1932), South Bend (1940), Michigan City-Westville (1941), Hammond (1941), Jeffersonville (1941), Kokomo (1946), Richmond (1946) and Evansville (1965).

During the public hearings conducted by the Commission, citizens made clear their belief that the regional campuses have performed many invaluable services and made postsecondary education accessible to thousands of students who would not have been served otherwise.

Some students lack the financial resources to attend residential institutions some distance from their homes and places of employment or where employment opportunities exist. Regional campuses serve these people in their home communities and thus make educational opportunities available for thousands who otherwise could not afford to take advantage of such services.

Some students prefer to live and to study in the familiar surroundings of their own cities and towns. Still other students have begun careers in business and the professions. Others have family responsibilities. Regional campus classrooms, especially in the evening, frequently contain students with diverse occupational experiences and commitments.

The investment in Indiana's regional campuses has paid enormous dividends to the men and women who study at these institutions and who have used the programs available at non-residential public institutions as a means of egress to better jobs and to more satisfying lives. Every Indiana citizen is the beneficiary of this system. The regional campuses enable our public universities to accommodate increased numbers of students at reasonable cost.

—They reduced the need to construct and maintain additional student residences, extensive food service areas, laundries and other facilities needed for a 24-hour student population.

—They decentralized postsecondary education and established important centers of learning in urban areas in many parts of the state.

—They began the task of developing educational programs that meet unique urban needs.

—They increased opportunities for adults to upgrade their professional skills.

—They stimulated regional interest in the arts and sciences and in cultural activity.

The strength of the regional campus concept is demonstrated by the large increases in enrollments at the regional centers. A report prepared by N.M. Parkhurst of Purdue University for Indiana Conference of Higher Education shows that full and part-time regional campus enrollment has grown from 25,551 for the 1965-1966 fall semester to 48,911 for the fall semester of 1972-73. This is an increase of approximately 92 percent in just seven years.

The growth in enrollment was accompanied by expansion of physical facilities, employment of additional full and part-time faculty members and by development of new academic programs and supportive services. At the same time, many of the regional campuses were developing their own distinctive personalities. Today these campuses are singular places, linked to their parent institutions but possessing the special characteristics that enable them to serve effectively the people of their regions.

The range of course offerings is more restricted on the regional campuses than on the residential campuses. Furthermore, more full-time professors of senior rank generally are available to students on the residential campuses. Although the library facilities of the residential campuses are available to regional campus students through the interlibrary loan system, local library selections are somewhat limited. Student services such as advising, placement, and psychological assistance are not so fully developed at the regional campuses as they are at the residential campuses.

Because there is a need to strengthen the program offerings available at regional campuses, the Commission recommends that:

36. The General Assembly and Governor adopt a program for funding regional campuses based on providing a minimum level of state support for each student in the system. In establishing the minimum support level, the cost differences between the first two years and the second two years of a baccalaureate program should be taken into consideration. The amount appropriated through the minimum support programs will enable institutions to provide more equal financial support for similar academic programs at all campuses.

In many cases, the regional campuses are located in urban centers that have felt the full force of economic and social change. It is in such centers that an increasing proportion of the state's population is expected to reside in future years. In order to ensure the continued expansion of educational opportunities for urban residents, the Commission recommends that:

37. An increasing portion of the total resources appropriated for support of postsecondary education in Indiana should be directed to the development of educational services located in the more populous urban areas of the state.

The state-supported campuses located in the more populous urban areas should exhibit an increasing degree of functional and financial independence as the continue their development.

The regional campus development process will require the cooperation of officials and individuals at all levels. For this cooperation to be meaningful, all those involved must be fully informed. Without an adequate flow of information, it is impossible for officials or the public to make responsible decisions on the issues that affect them. This is especially true in the establishment of budgeting priorities.

Prior to the 1973 General Assembly, the funds allocated to all regional campuses were lumped together in the state budget. This procedure made it difficult for officials and citizen-taxpayers to obtain some essential facts necessary for decision-making. Under the previous arrangement, it was difficult to tell how funds were allocated to meet the special educational needs of specific regions.

To provide the public with increased information while maintaining necessary budgetary flexibility, the Commission recommended that:

38. **Separate listings in the state budget should be provided for Indiana University-East, Indiana University-Fort Wayne, Indiana University-Kokomo, Indiana University-Northwest, Indiana University-South Bend, Indiana University-Southeast, Purdue University-Calumet, Purdue University-Fort Wayne and Purdue University-North Central. Separate budget items also should be established for (a) the health related programs, and (b) the non-health related programs at Indiana University-Purdue University at Indianapolis. Authority to transfer funds from one regional campus to another within a total institutional budget and from the health to non-health divisions at Indiana University-Purdue University at Indianapolis should be retained by the board of trustees of an institution and reported to the Commission for Higher Education and to the State Budget Agency.**

While continued regional campus development is important, the Commission's support of such development in no way should be interpreted as an effort to de-emphasize the state's residential campuses. These campuses must continue to develop the outstanding programs that serve Indiana and its people.

From the point-of-view of the student, the residential campus provides an unexcelled opportunity for full-time study. Close at hand are the books, the learning aids, research materials, and resident full-time faculty members who can devote all of their time to enriching and stimulating the minds of students and challenging them to excel. Students on residential campuses also can benefit from their associations with other young men and women of diverse cultures from many parts of the nation and the world.

Students, faculty, administrators, trustees, state officials and the citizen-taxpayers of Indiana all can share credit for the development of the state's outstanding residential campus institutions. Those granting baccalaureate and post-baccalaureate degrees—Ball State University, Indiana State University, Indiana University and Purdue University—enjoy national and international reputations for excellence. Vincennes University is recognized for its unique programs, especially in occupational education.

The residential campuses for decades have provided high quality educational opportunities in the arts and sciences and in professional training. Research programs conducted at these campuses have had a profound positive impact on society. The same can be said for the public service functions performed by faculty members and students in promoting the interests and resolving the concerns of Indiana's citizens and by engaging in cultural activities which can enrich the lives of all those who participate in them.

For all of the residential campus institutions, the record of achievement is both proud and promising. It reveals the accomplishments of the past and it indicates the potential for even higher levels of service in future years. These years will be characterized by rapid changes with political, social and technological implications. The creative thinking that traditionally has been generated on the residential campuses is essential if problems are to be anticipated in time for solutions to be generated.

These campuses are so important to Indiana's future that every effort must be made to encourage the continued development of program quality. For that reason, the Commission strongly recommends that:

39. **At residential campuses, on-going programs of proven worth should be strengthened, not dismantled. New programs designed to meet the needs of students and society should be fostered through appropriate and timely reallocations of resources.**

Of course, the people of Indiana cannot be expected to provide unlimited funding for public postsecondary education. For that reason, all institutions must exercise prudence in deciding how to apportion available dollars. Each institution must live within the limitations imposed by budgetary necessity. As guidelines for planning expenditures, the Commission recommends that:

40. **All campuses should constantly re-evaluate their program offerings and consider the elimination of those programs which are no longer justified by student or societal demands.**

41. **All campuses emphasize the rehabilitation and repair of existing buildings and facilities. New construction for program expansion will be approved only when it is demonstrated that such construction is justified by enrollment growth or is vital to the development of existing programs or new programs approved by the Commission.**

Using these guidelines for expenditures will enable all campuses to focus available resources on the strengthening of existing, worthwhile programs and on the development of other programs that meet an identifiable need or demand.

At the master's, intermediate and doctoral degree levels, the present number and variety of program offerings is generally sufficient to meet present needs. However, because of the rapid rate of technological and social change the Commission realizes that needs for programs unenvisioned today may develop. In recognition of such factors as research facilities, library holdings, faculty strength and established academic maturity which must be present to assure program excellence, the Commission recommends that:

42. **New programs at the master's and intermediate levels in the arts and sciences generally be developed at Ball State University, Indiana State University-Terre Haute, Indiana University-Bloomington and Purdue University-West Lafayette and only when a clear need can be demonstrated.**

43. **New doctoral degree programs in the arts and sciences generally be developed at Indiana University-Bloomington and Purdue University-West Lafayette and only when a clear need can be demonstrated.**

44. **New intermediate and doctoral degree professional programs generally be developed at Indiana University-Bloomington and Purdue University-West Lafayette with the exception of those programs in areas in which Ball State University, Indiana State University-Terre Haute and Indiana University-Purdue University at Indianapolis are particularly well-suited to offer advanced graduate work. In all cases a clear need must be demonstrated.**

In order to meet the needs of employed professionals living in the state's urban areas, the Commission recommends that:

45. **Master's level professional programs should be available in each region of the state to meet the needs of employed persons pursuing graduate work on a part-time basis. These programs may be offered through contractual agreements.**

In stating these guidelines for development of new graduate programs, the Commission is seeking to ensure the continuation of quality graduate education in Indiana. There is no intent to stifle or discourage the natural development of any campus in the state nor to ignore the special and changing needs of the state's most populous urban area. Emergence of those needs should be met through the continuing development of Indiana University-Purdue University at Indianapolis. At that campus, programs meeting the requirements of urban society should be developed as financial resources permit.

In the field of occupational education, the Commission also has an obligation to encourage continued, responsible development. Through this development, Indiana citizens will have a full and meaningful range of educational opportunities and the state will be assured an adequate supply of the skilled labor required by society.

Projections made by the U. S. Department of Labor indicate that the 1970's and '80's will see a continued increase in the manpower requirements of the technical and service industries. There will be corresponding decreases in the demand for unskilled labor. As the years pass, the person who lacks a specialized skill will find it more and more difficult to obtain a job—at least a job that allows a reasonably comfortable standard of living.

The future will see highly trained technicians and assistants performing tasks now largely reserved for persons with professional status. There will be a growing need for men and women skilled in the support of the administrative, managerial and professional functions. The demand for qualified manpower will come from a variety of occupational areas, including data processing, health services, engineering, business, public service, agriculture, home economics and environmental protection.

To qualify for employment in many of these areas, men and women will have to attain one of the four levels of achievement: the proficiency and certificate levels for craftsmen, artisans, skilled operators and clerical workers; the associate degree level for technicians, semiprofessionals and paraprofessionals; and the baccalaureate level for the master technicians and professional associates. At the baccalaureate level of achievement, it is sometimes difficult to distinguish an occupational training program from a professional training program.

Today the scope of occupational education extends from one-to-one and on-the-job training to comprehensive postsecondary courses involving classroom, laboratory and working experiences.

In recognition of the diversity of occupational education and its importance to individuals and society, the Commission recommends that:

46. **Postsecondary occupational education programs be made available through a dynamic and flexible delivery system capable of adapting its educational offerings to meet the changing technological and social needs of the state. Such a system does not necessarily require that a single institution or agency be charged with sole responsibility for instruction in occupational programs. What is required is the integration and coordination of all future efforts in occupational education. In many cases, integration and coordination can be achieved through contractual agreements involving public and independent institutions, proprietary schools, businesses and other organizations.**

While the primary responsibility of occupational education is the training of a student in a career-oriented skill, the student also should have a chance to become acquainted with the aesthetic, scientific, moral and intellectual traditions of society. In today's age of technological and social change, such acquaintanceship is more important than ever. For that reason, the Commission recommends that:

47. **Students in all occupational programs be encouraged to include an arts and sciences component in their studies. To make this possible, special relationships should be developed between institutions with arts and sciences capabilities and those without such capabilities. The relationships may involve institutions in both the public and independent sectors.**

At the postsecondary level, the institutions most strongly identified with occupational education are Indiana Vocational Technical College and Vincennes University. For these institutions, the Commission recommends that:

48. **The mission of Indiana Vocational Technical College (IVTC) as a system of regional technical institutes shall be to provide occupational education programs designed to produce marketable skills through the proficiency, certificate and associate degree levels. Because of its history of successful program activity in occupational education, Vincennes University should continue its current offerings.**

Delivery of occupational education involves many institutions and many levels of training and the Commission at present lacks some of the detailed information needed as a basis for additional, specific program recommendations. To provide the necessary facts, it is recommended that:

49. **The Commission undertake a full study of the entire field of occupational education in Indiana. The study will ignore present jurisdictional boundaries in order to center its attention on the effective statewide delivery of educational services. Included in the study will be Indiana Vocational Technical College, area vocational high schools, the occupational programs of public and independent secondary and postsecondary institutions and those conducted by the 75 proprietary schools which currently are training 35,000 students. The study also will consider the adult and continuing education areas.**

The Commission also recommends that:

50. Public sector institutions jointly review all occupational program offerings throughout the state and then submit to the Commission a recommendation for the desirable range and geographic availability of such programs on a coordinated, efficient basis. Where possible, such programs should be offered in campus facilities shared by public institutions. The recommendations should be submitted to the Commission by August 31, 1973.

Related to the need for more information is the recommendation that:

51. Pending completion of the Commission's study, operating budgets for occupational education should be sufficient to strengthen present programs.

In order to carry out its responsibilities for planning and coordination of the postsecondary system in the occupational program area and to ensure postsecondary participation in the approval of programs for federal funding by the State Board of Vocational and Technical Education (SBVTE), the Commission recommends that:

52. Membership of the SBVTE be expanded to include adequate representation of postsecondary educational institutions, including the Commission for Higher Education.

While the Commission's study of occupational education will be exhaustive, the Commission understands that long range information needs also must be satisfied. So the Commission recommends that:

53. In cooperation with all institutions and agencies of postsecondary education, the Commission establish a comprehensive and continuing mechanism to acquire, analyze and report data and materials on occupational education. The information will be used in the planning and evaluation of occupational education.

To make certain that occupational education offerings are in keeping with student interests and manpower needs, the Commission recommends that:

54. Advisory committees be created by the Commission to make recommendations on the need for the establishment or continuation of specific occupational programs and on the institution or campus to which responsibility for the program should be assigned. The advisory committees should cover these technologies—

a. mechanical and engineering
b. data processing
c. health services
d. business
e. natural sciences
f. public service

Members of the advisory committees should be drawn from business, labor, education, related professional fields, relevant governmental agencies and the general public. The focus of the committees should include both student interests and state manpower requirements.

Because continuing and adult education appear to be of growing importance, the Commission recommends that:

55. A special advisory committee with members from secondary and postsecondary institutions and from the general public be established by the Commission to study the entire area of continuing and adult education. The advisory committee should develop recommendations for the improvement of continuing and adult education programs and report its findings to the Commission by May 1, 1974.

In adult and continuing education—as in occupational, arts and sciences and professional programs—the goal of the Commission is the development of educational opportunities that satisfy the needs of Indiana and its people.

In all areas of educational concern, expanded, meaningful opportunities can be achieved through the statewide system approach outlined in the Commission's plan.

CHAPTER V

MISSIONS, GOVERNANCE, STRUCTURE

In creating the Commission for Higher Education, the General Assembly charged it with responsibility ". . . to define the educational missions . . . of the various state institutions."

In developing its statement of missions for the 1973-77 planning period, the Commission took into consideration the instructional, research and public service functions of postsecondary education. That consideration led to the development of broad recommendations that:

Institutions should concentrate on the development of their areas of recognized competence by giving primary attention to the strengthening of useful, successful, current programs.

Institutions must be aware of their responsibilities to the regions in which they exist. They must provide instructional, research and public service programs that meet regional needs.

At each institution research activity should be encouraged as a stimulus to continued faculty development. Research, basic, applied and developmental, should be compatible with the instructional mission of the institution. It also should be consonant with regional needs.

New research centers or institutes should be established only at an institution where they logically support existing graduate level programs. In no case should an institution make a long-term financial commitment when only short-term financing is assured.

Existing research facilities and equipment should be utilized at optimum levels through the development of improved cooperation among institutions. The sharing of facilities and equipment—specialized libraries, for example—will minimize the need for major new investments.

Public service to individuals, groups and agencies should be encouraged at each institution. Public service activities should be an extension of an institution's instructional mission and they should meet the needs of an institution's region.

The Commission strongly believes that each campus must be responsive to the particular educational needs of the citizens of its region. Each campus also is encouraged to motivate all segments of the population of its region to take advantage of educational opportunities. All high school graduates should be able to enroll in a public postsecondary institution located in their region. Expecially important is the motivation of those citizens to whom postsecondary education traditionally has been inaccessible. To accomodate such new students, transitional advising and instructional programs must be developed to meet the needs of individuals with widely divergent educational qualifications and social experiences. An integral part of the educational mission of each campus is this obligation to tailor its programs to the special demographic and economic characteristics of its region.

In the following statements, the Commission prescribes the missions for each public sector campus by planning and development region. Also included is a brief general description of the missions of the member institutions of the Independent Colleges and Universities of Indiana Inc., located in each region. The Commission recognizes that there are independent institutions offering quality programs which are not members of the Independent Colleges and Universities of Indiana. Therefore, the fact that an institution's mission is not described here should not be interpreted in any negative sense.

REGION 1

Public Sector Campuses

INDIANA UNIVERSITY-NORTHWEST AND PURDUE UNIVERSITY-CALUMET should work together to make sure excellent postsecondary education is available in Region 1.

One goal of the cooperative effort should be to offer the first two years of most baccalaureate curricula. Instructional programs available at these campuses also should include a selected range of arts and sciences and professional offerings for a four-year baccalaureate program.

In graduate work, programs available at these campuses generally should be limited to the master's level in the professional program category. The programs should emphasize the needs of the employed professional. No program should be intended to develop full-time graduate students. Academic authority for graduate professional programs should rest with the appropriate professional schools of the Indiana University or Purdue University systems or, through a contractual agreement, the professional school of another institution.

It also should be noted that both institutions have a unique opportunity to serve one of the state's major urban areas. This service should involve research and public service as well as instruction.

PURDUE UNIVERSITY-NORTH CENTRAL should focus its attention on the first two years of baccalaureate curricula while maintaining close cooperation with the other public sector institutions of the region.

In professional program category, very limited graduate programs at the master's level should be offered and these should be coordinated with offerings at Purdue University-Calumet and Indiana University-Northwest. The objective of these graduate programs should be service to employed professionals. The appropriate professional schools of the Purdue system should have academic responsibility for most programs. However, local needs may sometimes require the establishment of contractual relationships with other institutions.

INDIANA VOCATIONAL TECHNICAL COLLEGE-NORTHWEST TECHNICAL INSTITUTE should continue development of its occupational education programs at the proficiency, certificate and associate degree levels. The range of programs should be consistent with student interests and regional manpower needs. Improved cooperation with other institutions, especially in the public sector, should be planned. The cooperation could take the form of sharing of facilities and other resources through contractual agreements.

Independent Sector Campuses

Valparaiso University offers programs at the baccalaureate and master's levels in the arts and sciences and professional program categories. Two special features of its professional offerings are the law and engineering programs offered. Valparaiso University draws less than 20 percent of its students from the region and less than 25 percent from inside Indiana.

St. Joseph's College-Rensselaer, located in the southern part of the region, offers baccalaureate programs in the arts and sciences and professional program categories. Less than 20 percent of its students are from the region, and more than 65 percent are from out-of-state.

St. Joseph's College-Calumet is a second campus of St. Joseph's which concentrates heavily in the business/management program plus arts and sciences at the baccalaureate level. Nearly 65 percent of its 1,655 students come from the region.

REGION 2

Public Sector Campuses

INDIANA UNIVERSITY-SOUTH BEND should continue to strive for excellence in educational service to the people of its region.

Efforts should be made to strengthen course offerings so that the first two years of most baccalaureate programs are available to students. For the third and fourth years, a selected range of arts and sciences and professional programs should be offered.

At the graduate level, only professional programs generally should be offered and these should not go beyond the master's degree. Care should be taken to focus graduate, professional work on the requirements of the region's employed professionals, not on the recruitment of full-time graduate students. All graduate, professional programs should be offered under the academic authority of the appropriate professional schools of the Indiana University system or, in some cases, it may be possible to achieve a beneficial contractual arrangement with some other institution.

INDIANA VOCATIONAL TECHNICAL COLLEGE-ST. JOSEPH VALLEY TECHNICAL INSTITUTE should maintain and develop its programs in keeping with the student interests and manpower requirements of the region. The programs should be offered at the proficiency, certificate and associate degree levels. The institute also should plan increased cooperation with other institutions in the region. The plans could lead to contractual agreements permitting joint use of facilities and other resources.

Independent Sector Campuses

University of Notre Dame has an educational mission which is responsive to the needs of constituencies on an international dimension. More than 80 percent of its students are drawn from outside the state. Notre Dame offers instructional programs in the arts and sciences and professional categories at the baccalaureate, master's and doctoral achievement levels. Professional instruction components of the campus include offerings in law, engineering and architecture. Notre Dame emphasizes basic research but its research activities encompass all types of research. In addition, its public service function reaches beyond the boundaries of Region 2 and the state of Indiana.

St. Mary's College, as a liberal arts institution, emphasizes arts and sciences programs at the baccalaureate level. St. Mary's College draws 85 percent of its students from outside the state.

Bethel, Goshen, and Grace Colleges, three liberal arts institutions, offer baccalaureate programs in the arts and sciences and professional categories. Respectively, they draw 34 percent, 29 percent and 24 percent of their students from Region 2.

REGION 3

Public Sector Campuses

INDIANA UNIVERSITY-PURDUE UNIVERSITY AT FORT WAYNE should provide its region with quality educational programs.

These should ensure that the first two years of most baccalaureate curricula are accessible to the people of the region. In addition, the instructional programs should encompass a selected range of arts and sciences and professional offerings through the baccalaureate degree level.

Graduate programs generally should be limited to master's level professional training. All such programs should meet the needs of employed professionals who seek to improve their skills through enrollment as part-time students. Programs intended to attract full-time graduate students should not be developed. Graduate professional programs—all appropriate to the needs of Region 3—should be offered under the authority of the appropriate professional schools of the Purdue University or Indiana University systems or through a contractual arrangement with some other institution.

INDIANA VOCATIONAL TECHNICAL COLLEGE-NORTHEAST TECHNICAL INSTITUTE should develop its proficiency, certificate and associate degree programs. These should be related to the region in terms of both student interests and manpower needs. There also should be planning for increased cooperation especially with Indiana University-Purdue University at Fort Wayne. The contractually regulated sharing of facilities and resources could provide important benefits.

Independent Sector Campuses

Concordia Senior College, a liberal arts institution, draws 85 percent of its students from outside the state. Concordia offers only junior and senior year undergraduate programs.

Fort Wayne Bible College, a specialized institution, offers baccalaureate programs in education, music and theology. It draws 33 percent of its students from Region 3 and 60 percent of its students from out-of-state.

Huntington College is a liberal arts institution offering baccalaureate level programs in arts and sciences and in selected professional programs. This campus draws 44 percent of its students from Region 3.

Indiana Institute of Technology, a professional school emphasizing engineering at the baccalaureate degree level, is heavily oriented to serve out-of-state students, drawing 82 percent of the students from outside the state.

St. Francis College is a comprehensive college offering an arts and sciences program and professional programs in education and business/management at the baccalaureate and master's level. It draws 70 percent of its students from the region.

Tri-State College offers baccalaureate degree programs in the arts and sciences and professional categories. Sixty-five percent of its students come from out-of-state.

REGION 4

Public Sector Campuses

PURDUE UNIVERSITY-WEST LAFAYETTE should continue to be primarily responsible to both state and nation while maintaining its concern for its own region. The campus mission should continue to be comprehensive in instruction, research and public service.

In instruction, this campus should offer a broad range of arts and sciences programs and a comprehensive range of programs in the campus' traditional professional and scientific specialities. These programs should range from the associate to the master's degree levels of achievement. The specific professional program specialities of this institution include: agriculture, education, engineering, forestry, home economics, industrial management, nursing, recreation, pharmacy, technology and veterinary science and medicine. In some of these fields, master's level education opportunities should be extended statewide to employed professionals. This can be done through contractual arrangements with other institutions. This campus should continue to offer programs at the doctoral level in the sciences and social science specialities such as chemistry, physics, mathematical sciences, biological sciences and psychological sciences in which it has special academic and historical strength.

Development of new programs should depend on the identification of unmet needs and, in all cases, should avoid unnecessarily duplicating the work of other campuses. New doctoral programs should be developed only in those specialities where the campus possesses unique strengths and in response to professional and societal needs.

This campus should continue to have a comprehensive research mission in all of the disciplines in which advanced graduate work is offered. Public service activities, which include the Cooperative Extension Service and the Agriculture Experiment Station, should primarily serve state and regional needs.

INDIANA VOCATIONAL TECHNICAL COLLEGE-TIPPEWA TECHNICAL INSTITUTE should offer proficiency, certificate and associate degree level occupational programs of a variety and quality to satisfy the needs of the region's citizens and its economic and social institutions. Planning should include the possibility of cooperating with Purdue University and other institutions in the region. The cooperation could involve facilities-sharing through contractual agreements.

Independent Sector Campuses

Wabash College is a liberal arts institution offering baccalaureate programs in the arts and sciences and professional categories. The student body has a statewide base and is limited to men only. Wabash draws 33.8 percent of its students from out-of-state and 66.2 percent from in state.

REGION 5

Public Sector Campuses

INDIANA UNIVERSITY-KOKOMO should serve regional needs through special emphasis on the first two years leading to a baccalaureate degree.

Most of the offerings for the first two years should be available here. In addition, a selected number of programs for the third and fourth years may be justified by financial resources and enrollment patterns.

Very limited graduate programs at the master's degree level should be offered. All of these should be designed to meet the requirements of the region's employed professionals. Academic authority for the graduate professional programs should belong to the appropriate professional schools of the Indiana University system or, through a contractual agreement, to some other institution.

INDIANA VOCATIONAL TECHNICAL COLLEGE-NORTH CENTRAL TECHNICAL INSTITUTE has a responsibility to continue the development of occupational education programs leading to the proficiency, certificate or associate degree levels. All of the programs should be linked to the needs of the region in terms of student interests and manpower requirements. Efforts should be made to plan for greater cooperation with such institutions as Indiana University-Kokomo in the use of facilities and other resources through contractual agreements.

Independent Sector Campuses

Manchester College offers baccalaureate programs in the arts and sciences and professional categories. It draws large numbers of students from all 14 planning and development regions. Less than 50 percent of its students are from out-of-state.

REGION 6

Public Sector Campuses

BALL STATE UNIVERSITY should continue to meet statewide and regional responsibilities. It should also continue the current overseas program in which Ball State cooperates with the United States armed forces.

Ball State University should continue to emphasize its development as a center of excellence in undergraduate instruction. In the arts and sciences, a broad range of baccalaureate level programs should be available and a selected range of master's and intermediate level programs.

New doctoral programs also must depend on clearly discernible needs and they must be limited to the disciplines in which Ball State has unique strength. Doctoral level cooperation with Indiana University-Bloomington and Purdue University-West Lafayette should be maintained and improved.

In architecture, business and nursing, a comprehensive range of baccalaureate level course offerings should be available and current master's level offerings should be continued. New master's programs should be planned only after an unmet need has been identified and only after programs available on other campuses have been considered. As the only public institution with a school of architecture, Ball State has a special obligation to provide adequate programs in this field.

INDIANA VOCATIONAL TECHNICAL COLLEGE-EAST CENTRAL TECHNICAL INSTITUTE should offer occupational education programs at the proficiency, certificate and associate degree levels. A range of programs should be offered consistent with student interests and the manpower needs of the region. Cooperation with other institutions in Region 6, especially Ball State University, should be included in planning for the future.

A result of the cooperation could be the joint use of facilities or other resources through a contractual arrangement.

Independent Sector Campuses

Anderson College is a liberal arts college offering a wide range of arts and sciences and professional programs at the baccalaureate degree level. It draws 26 percent of its student from Region 6 and 57 percent from outside the state.

Marion College, a liberal arts institution, offers a range of arts and sciences and limited number of professional programs at the baccalaureate degree level. The institution draws 48 percent of its students from Region 6.

Taylor University is a liberal arts college offering a wide range of baccalaureate level programs in the general arts and sciences and professional program categories. It draws 64 percent of its students from out-of-state and only 17 percent from Region 6.

REGION 7

Public Sector Campuses

INDIANA STATE UNIVERSITY-TERRE HAUTE should continue to discharge its statewide responsibilities and its special responsibilities to the people of Planning and Development Region 7.

Indiana State University's excellence in undergraduate instruction should continue to be stressed. A broad range of arts and sciences programs should continue to be available at the baccalaureate level. At the master's and intermediate levels, arts and sciences offerings should include a selected range of programs.

In the professional area, Indiana State University should continue to strengthen its already excellent programs in teacher preparation. Master's and intermediate programs should be developed when they are needed to meet the professional and manpower needs of the state.

Indiana State also offers professional training in business, health, physical education and recreation, technology, nursing, and home economics. In all these areas, a comprehensive range of programs should be offered at the baccalaureate level and current offerings at the master's level should be maintained. New master's programs should be undertaken only when a need has been clearly identified and consideration has been given to the programs of other institutions.

New doctoral programs also must depend on clearly discernible needs and they must be limited to those disciplines in which Indiana State University has unique strength.

INDIANA VOCATIONAL TECHNICAL COLLEGE-WABASH VALLEY TECHNICAL INSTITUTE should offer a range of occupational education programs that harmonizes with the requirements of the region's students, industries and institutions. The programs should involve the proficiency, certificate and associate degree levels. Cooperation with such institutions as Indiana State University-Terre Haute should be planned. A possible objective is the development of contracts allowing joint use of facilities and other resources.

Independent Sector Campuses

Depauw University is a liberal arts institution offering a wide range of baccalaureate level programs, in the arts and sciences and professional categories. It also offers a very limited number of masters programs. It draws 62 percent of its students from out-of-state.

Rose-Hulman Institute of Technology offers a wide range of professional programs in engineering at the baccalaureate and master's levels. It also offers a limited number of general arts and sciences programs at the same level. It draws 38 percent of its students from out-of-state, 16 percent from Region 7 and 15 percent from Region 8.

St. Mary's of the Woods College, a liberal arts institution, offers a wide range of baccalaureate programs in the arts and sciences and professional categories. It draws 61 percent of its students from out-of-state.

REGION 8

Public Sector Campuses

INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS should continue to strengthen its unique configuration of undergraduate and graduate programs.

At the undergraduate level, the primary mission of this campus is to provide quality education for the people of the region. During the 1973-77 planning period, efforts should be made to make available most courses covering the first two years of the baccalaureate programs. A selected range of arts and sciences and professional training courses should be offered in the third and fourth baccalaureate years.

In the professional area, the Law School, School of Social Service, Herron Art School and the Normal College of American Gymnastic Union should continue to improve their service to state and region. New graduate programs should concentrate on the needs of the employed persons in the professions, business, industry, and government. Graduate professional programs may be offered under the aegis of an appropriate Indiana University or Purdue University professional school. However, Indiana University-Purdue University at Indianapolis may develop new graduate programs that are uniquely suited to its urban needs, are built on academic strengths of the campus, and which meet specialized statewide needs not satisfied elsewhere.

In the third major area of Indiana University-Purdue University at Indianapolis—professional and occupational training in the field of health care—on-going programs should continue pending completion of a Commission study.

INDIANA VOCATIONAL TECHNICAL COLLEGE-MALLORY TECHNICAL INSTITUTE should continue to strengthen its occupational education programs at the proficiency, certificate and associate degree levels. Future planning should include the means for cooperative and perhaps contractual arrangements with other institutions in Region 8, particularly with Indiana University-Purdue University at Indianapolis. All programs should be related to the student interest and manpower needs of the region.

Independent Sector Campuses

Butler University offers a range of baccalaureate and master's degrees in the arts and sciences and professional programs. It also offers some intermediate degrees in the professional field of education. It draws 61 percent of its students from Region 8 and 25 percent from out-of-state.

Franklin College, a liberal arts institution, offers a range of baccalaureate degrees in the arts and sciences and in a limited number of professional programs. Franklin College's enrollment has a statewide base with 26 percent of its students drawn from Region 8.

Indiana Central College offers occupational programs at the associate and baccalaureate levels plus arts and sciences and professional programs at the baccalaureate level. Also, one professional program is offered at the master's level. Indiana Central draws 76 percent of its students from Region 8.

Marian College offers baccalaureate degrees in the arts and sciences and professional program categories. It draws 50 percent of its students from Region 8.

REGION 9

Public Sector Campuses

INDIANA UNIVERSITY-EAST should have as its primary mission the delivery of high quality undergraduate educational services to the people of Planning and Development Region 9.

Special attention should be given to the strengthening of a selected range of programs of instruction in the first two years of the arts and sciences and professional program categories. Very limited graduate programs at the master's level in the professional program category may be offered. These programs should concentrate on the needs of employed professionals pursuing advanced work on a part-time basis. The programs that fill the requirements of the region should be offered under the aegis of the appropriate professional schools of the Indiana University system or, in some cases, through contractual agreements with other institutions.

INDIANA VOCATIONAL TECHNICAL COLLEGE-WHITEWATER TECHNICAL INSTITUTE has the mission of supplying proficiency, certificate and associate degree level occupational education programs that meet the manpower needs and satisfy the student interest of the region. In planning, attention should be given to the development of cooperation with other institutions, especially Indiana University-East. Contractual agreements could result in the sharing of facilities and other resources.

Independent Sector Campuses

Earlham College, which offers a broad range of arts and sciences programs and a limited number of professional programs at the baccalaureate level, draws 78 percent of its students from out-of-state.

REGION 10

Public Sector Campuses

INDIANA UNIVERSITY-BLOOMINGTON should continue to serve state and national needs while exhibiting a special interest in its own planning and development region. The institution should continue to foster an educational mission which is comprehensive in instruction, research and public service.

The instructional function—from associate through doctoral degrees—should encompass a comprehensive range of programs in the arts and sciences and its professional specialties. Professional programs which should be emphasized on this campus include business, law, music, graduate library school, optometry, education, health, physical education and recreation and public and environmental affairs. Some programs should be offered statewide to working paraprofessionals and professionals. This can be done by making instruction at the associate, baccalaureate and master's level available to other Indiana University campuses and to other institutions through contractual agreements.

New programs should be developed only after identification of an unmet need and only when it is certain there will be no unnecessary duplication of educational service. These precautions are especially important for contemplated new programs at the doctoral level. Also, new doctoral programs should be developed only in those disciplines in which the campus has unique strength.

All professional and arts and sciences disciplines in which advanced graduate work is offered should continue to involve a comprehensive research mission. The campus' continued diverse set of public service activities should be directed toward both regional and statewide constituencies.

Independent Sector Campuses

There are no independent sector campuses in Region 10 which are members of ICUI, Inc.

REGION 11

Public Sector Campuses

INDIANA VOCATIONAL TECHNICAL COLLEGE-WHITE RIVER VALLEY TECHNICAL INSTITUTE should continue to offer occupational education programs at the proficiency, certificate and associate degree levels. All programs should be consistent with the interests of students and with the region's manpower requirements. Interinstitutional cooperation should be included in plans for the future. This cooperation could result in beneficial sharing of facilities and other resources.

Independent Sector Campuses

There are no independent sector campuses in Region 11 which are members of ICUI, Inc.

REGION 12

Public Sector Campuses

INDIANA VOCATIONAL TECHNICAL COLLEGE-OHIO VALLEY TECHNICAL INSTITUTE, the region's only public sector campus, has a responsibility to offer occupational education programs at the proficiency, certificate and associate degree levels. The programs should be available in the variety and the quality that best serves the region in terms of student interest and manpower needs. The institute also should undertake planning activities that include cooperation with other institutions through contractual agreements.

Independent Sector Campuses

Hanover College offers baccalaureate programs in the arts and sciences and professional categories. Hanover's student body has a statewide base.

REGION 13

Public Sector Campuses

INDIANA STATE UNIVERSITY-EVANSVILLE should continue to develop its capability of serving Planning and Development Region 13.

Attention should be given to the development of offerings that will make available the first two years of most baccalaureate programs. For the third and fourth years leading to a baccalaureate degree, a selected range of arts and sciences and professional offerings should be provided.

Graduate offerings generally should be limited to the master's level in the professional program category. These should emphasize service to employed professionals, not the development of a corps of full-time students. The master's level professional programs should be arranged through contracts with other institutions.

VINCENNES UNIVERSITY should continue to serve state and region by offering two-year associate degree programs with credits transferrable to four-year baccalaureate institutions and by continuing to reinforce the recognized excellence of its programs in occupational education.

The two-year program, important to the citizens of both the state and the region, should encompass a range of offerings. The occupational program, which has special statewide importance, should continue to emphasize innovative activities.

Graduate programs may be offered on the Vincennes campus through contractual agreements with other institutions. Such programs should be limited to the master's level and they should meet the needs of employed professionals in the region.

Vincennes also should continue to offer limited credit and non-credit instruction through its center at Jasper.

INDIANA VOCATIONAL TECHNICAL COLLEGE-LINCOLNLAND TECHNICAL INSTITUTE should stress the development of its proficiency, certificate and associate degree programs in occupational education. These programs should be related to the manpower needs of the region and also to the interests of the region's students. In planning for the future, emphasis should be placed on cooperation with other institutions, especially with Indiana State University-Evansville. Through contractual agreements, some joint use of facilities and other resources may be possible.

Independent Sector Campuses

Oakland City College offers baccalaureate programs in the arts and sciences and professional categories. It has also begun to offer associate degrees in the arts and sciences and the occupational categories. Oakland City draws 49 percent of its students from the region.

St. Meinrad College offers only baccalaureate degrees in the arts and sciences. It draws 58.7 percent of its students from outside the state and only 10 percent from within Region 13.

University of Evansville offers associate degrees in occupational programs and baccalaureate and master's degrees in the arts and sciences and professional program categories. The University of Evansville draws 70 percent of its students from Region 13.

REGION 14

Public Sector Campuses

INDIANA UNIVERSITY-SOUTHEAST should continue to reinforce its reputation for providing quality postsecondary education in its region.

One goal of this campus should be to make available the first two years of most baccalaureate curricula. For the next two years leading to a baccalaureate degree, a selected range of programs should be offered in both the arts and sciences and professional categories.

Generally, only professionally-oriented graduate programs should be offered here and they should not be beyond the master's degree. Emphasis should be on the needs of the part-time student who is an employed professional. Indiana University professional schools should have academic authority for graduate programs. However, it sometimes may be possible for some other institution to play a role through a contractual arrangement.

INDIANA VOCATIONAL TECHNICAL COLLEGE-GEORGE ROGERS CLARK TECHNICAL INSTITUTE should continue the development of occupational education programs at the proficiency, certificate and associate degree levels. The range of programs should be consistent with the interests of students and the manpower requirements of Region 14. Cooperation with other institutions, especially Indiana University-Southeast, should be emphasized in future planning. Cooperation could lead to contracts permitting the joint use of a range of educational resources including facilities.

Independent Sector Campuses

There are no independent sector campuses in Region 14 which are members of ICUI, Inc.

Governance and Structure

Under the current arrangement, the governing of Indiana's public institutions of postsecondary education is in the hands of six boards of trustees.
One governs Ball State University.
One governs the Indiana University system of campuses.
One governs the residential and regional campuses of Indiana State University.
One governs the 13 regional institutes of Indiana Vocational Technical College.
One governs the Purdue University system of campuses.
One governs Vincennes University.

Each board was created by the General Assembly. Each has broad authority over financing, personnel and academic programs. Each has helped provide the leadership that has given Indiana an enviable reputation for educational excellence.

Details of trustee selection vary from institution to institution. Ultimately, of course, all trustees are responsible to Indiana's taxpayers through the Governor and the General Assembly.

After consideration of questions of governance and related questions on the structure of the statewide system, the Commission accepts the present basic pattern of governance and structure, pending completion of the specific governance and structure studies listed in the plan.

An exception involves Indiana State University-Evansville. There a unique situation demands prompt attention. In response to Senate Concurrent Resolution 8, passed by the 1971 Indiana General Assembly, the Indiana State University board of trustees recommended that the Evansville campus be granted the status of an independent institution. This recommendation has received broad community support. The Commission, subsequent to extensive discussion with the administrative officials of both institutions; after lengthy public hearings; and after careful examination of the consequence for students, faculty members, and citizens of Southwestern Indiana recommends that:

56. The Evansville campus of Indiana State be severed from the parent institution. An interim board should be created to govern the Evansville campus for a two-year period. The board, consisting of seven members appointed by the Governor, would have the same powers as the boards of other state postsecondary institutions.

At the suggestion of Evansville community spokesmen, it is further recommended that:

57. A broad-based community task force be established to advise the Commission on community needs and desires, on possible cooperation with the University of Evansville and all postsecondary institutions in Region 13, and on a more permanent pattern of governance. The community task force will work in close cooperation with the Commission.

In three other locations—Allen, Lake and Marion Counties—the Commission recognized the need for special review of governance. In Allen County, Indiana University and Purdue University operate a joint campus. In Lake County, the Calumet campus of Purdue University and Northwest campus of Indiana University have similar educational missions and are located within a few miles of each other. In Marion County, the two universities cooperate in the academic offerings of Indiana University-Purdue University at Indianapolis although Indiana University has total management responsibility.

In each of the three locations, the situation appears to offer a unique opportunity for maximum regional utilization of educational resources. With that in mind, the Commission requested the boards of trustees of Indiana University and Purdue University to prepare a report of their proposals for the future governance of their joint campus in Indianapolis indicating what their plans are with respect to autonomy or independence. In addition, the Commission appointed its own special subcommittee to formulate an independent evaluation and recommendation to change the status, structure and governance of Indiana University-Purdue University at Indianapolis, or to continue the current pattern.

For Indiana University-Purdue University at Indianapolis, the studies should include the health care professional and occupational training programs concentrated at the Indiana University Medical Center. Among the alternative governance patterns recommended for consideration were: a) creation of a new board with statewide authority over training for the allied health occupations; b) creation of a new board with statewide authority over training for the medical and/or dental professions; c) separation of Medical Center administration from Indiana University-Purdue University at Indianapolis by making the chief Medical Center officer responsible to the president of Indiana University; d) separation of Medical Center administration from Indiana University-Bloomington; and e) maintenance of the current pattern in which Medical Center officers are responsible to the chancellor of Indiana University-Purdue University at Indianapolis.

The boards of trustees of Indiana University and Purdue University were requested to study the governance of their institutions in Allen and Lake Counties. Alternatives recommended for consideration for each county were: to transfer complete authority to either Indiana University or Purdue University; to create a new, independent institution; to create an interim, autonomous board of trustees; or to continue the current pattern.

To contribute additional information and insights, a concurrent study of governance of these campuses in Allen and Lake Countie has been undertaken by the special governance subcommittee of the Commission.

At Columbus, postsecondary educational services now are being provided through an extension center of Indiana University-Purdue University at Indianapolis. It is the consensus of the Commission to recommend that:

58. **The programs at the Columbus center should be continued and the future development of the center should be studied to determine what educational services are needed to meet the needs of the residents of Region 11.**

While the information and recommendations called for above are being developed, the Commission recommends that:

59. **The statewide system should consist of eight subsystems. In addition to the independent sector subsystem, the seven public sector subsystems are as follows:**

    A. Ball State University-Muncie
    B. Indiana State University-Evansville
    C. Indiana State University-Terre Haute
    D. Indiana University, a multicampus institution with eight campuses

1. Indiana University-Bloomington
2. Indiana University-East (Richmond)
3. Indiana University-Fort Wayne
4. Indiana University-Kokomo
5. Indiana University-Northwest (Gary)
6. Indiana University-Purdue University at Indianapolis with an extension center at Columbus
7. Indiana University-South Bend
8. Indiana University-Southeast (New Albany)

E. Indiana Vocational-Technical College, an institution with 13 regional technical institutes

1. Northwest Technical Institute (Gary)
2. St. Joseph Valley Technical Institute (South Bend)
3. Northeast Technical Institute (Fort Wayne)
4. Tippewa Technical Institute (Lafayette)
5. North Central Technical Institute (Kokomo)
6. East Central Technical Institute (Muncie)
7. Wabash Valley Technical Institute (Terre Haute)
8. Mallory Technical Institute (Indianapolis)
9. Whitewater Technical Institute (Richmond)
10. White River Valley Technical Institute (Columbus)
11. Ohio Valley Technical Institute (Madison)
12. Lincolnland Technical Institute (Madison)
13. George Rogers Clark Technical Institute (Jeffersonville)

F. Purdue University, a multicampus institution with four campuses

1. Purdue University-West Lafayette
2. Purdue University-Calumet (Hammond)
3. Purdue University-Fort Wayne
4. Purdue University-North Central (Michigan City-Westville)

G. Vincennes University-Vincennes with an extension center at Jasper

Conclusion

In conclusion, the members of the Commission wish to emphasize that the publication of this set of guidelines and recommendations is merely the beginning of the planning process. This process should and will continue as long as the Commission is in existence. Additions to this plan will be made as the Commission learns more about the needs for educational services, especially in health care and occupational education; and as the Commission continues its search for the most effective and efficient ways to coordinate the state system of postsecondary education.

So that orderly changes in the plan may be instituted and carefully evaluated the Commission does hereby adopt the following procedure:

> Upon recommendation by a Commission member or any citizen of Indiana of an alteration, addition or change in the plan, the Commission shall consider, at the public meeting at which such alteration, addition or change is suggested, whether the same shall be referred to an appropriate committee for study.
>
> If the decision of the Commission is to refer such a recommendation for committee study, at the next succeeding regular meeting of the Commission, public discussion shall be held and comments and documentary information shall be received for or against the recommendation.
>
> At the next succeeding regular meeting of the Commission, a vote on such recommendation shall be taken unless a majority of the Commission members present shall request a deferral of a vote to a date certain for the purpose of additional study of the recommendation.

The publication of this first phase of a plan, therefore, is an invitation to all interested persons to join the Commission as its partners in the continuing effort to improve postsecondary education in Indiana.

APPENDIX A

PUBLIC LAW NO. 326

[S. 2. Approved March 29, 1971.]

AN ACT to amend IC 1971, 20-12 by adding a new chapter concerning higher education.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. IC 1971, 20-12, is amended by adding a new chapter to be numbered Chapter 0.5 and to read as follows: Chapter 0.5. State Higher Education Commission for Higher Education. Sec. 1.

Definitions. As used in this chapter, unless otherwise provided:

(a) The term "commission" means the Commission for Higher Education.

(b) The term "state educational institution" means any university, college or other educational institution, presently existing or hereafter established in Indiana, for the purpose of providing programs of collegiate or university education or other post-high school education and which is supported in whole or in part by appropriations made by the General Assembly.

Sec. 2. Commission. There is hereby created an instrumentality and an agency of the State of Indiana, to be known as the "Commission for Higher Education of the State of Indiana."

Sec. 3. Purposes. The general purposes of the commission shall be to plan and coordinate Indiana's state supported system of post-high school education, to review appropriation request for post-high school education and make recommendations to the Governor, State Budget Agency, or the General Assembly and to perform other functions assigned by the Governor or the General Assembly.

Sec. 4. Status. The commission shall be deemed to be a public institution for the purposes of IC 1971, 15-11-1 and subject to the jurisdiction of the State Board of Accounts as provided in that act. The provisions of the Financial Reorganization Acts of 1947, being IC 1971. 4-13-2 and the provisions of the Administration Acts of 1961, being IC 1971, 4-13-1 shall not apply to the commission except to the same extent that these provisions apply to state colleges and universities.

Sec. 5. Membership. The commission shall consist of twelve (12) members, citizens of Indiana, appointed by the Governor. Each congressional district shall be represented by at least one (1) member who resides therein. No member while serving his term shall be an employee of or serve on the governing board of any state or private college, university, school corporation or other educational institution in the State of Indiana, or be in any other capacity an employee or official of the State of Indiana or political subdivision thereof.

Sec. 6. Appointments. Of the initial appointments three (3) shall be for one (1) year terms, three (3) for two (2) year terms, three (3) for three (3) year terms and three (3) for four (4) year terms. All subsequent appointments shall be for four (4) year terms. The Governor shall promptly make appointments to fill vacancies for the duration of unexpired terms in the same manner of the original appointments. Members shall serve until a successor has been appointed.

Sec. 7. Organization. The commission shall elect from its membership a chairman and vice-chairman, and other necessary officers. Members shall receive per diem and mileage for attendance at regular or special meetings and shall be reimbursed for necessary expenses incurred on other official duties.

Sec. 8. Powers. The commission shall have the following powers and duties:

(a) Plan. To develop, continually keep current, and implement a long range plan for post-high school education. In developing this plan the commission shall take into account the plans and interests of the state private institutions, anticipated enrollments in state post-high school institutions, financial needs of students and other factors pertinent to the quality of educational opportunity available to the citizens of Indiana. The plan shall define the educational missions and the projected enrollments of the various state educational institutions.

(b) Report. To make recommendations to the General Assembly and the Governor concerning the long range plan, and prepare to submit drafts and proposed legislation needed to implement the plan.

(c) Review. To review the legislative request budgets of all state educational institutions preceding each session of the General Assembly and to make recommendations concerning appropriations and bonding authorizations to state educational institutions including public funds for financial aid to students. In making this review the commission may request and shall receive, in such form as may reasonably be required, from all state educational institutions complete information concerning all receipts and all expenditures.

(d) Study. To make or cause to be made studies of the needs for various types of post-high school education and to made recommendations to the General Assembly and the Governor concerning the organization of these programs.

(e) Programs. To approve or disapprove the establishment of any new branches, regional or other campuses or extension centers, or of any new college or school, or the offering of any additional graduate degree. The commission may review new associate and baccalaureate degree programs in any academic area by any state educational institution with the power to approve or disapprove. After the effective date of this chapter, no state educational institution shall establish any new branch, regional campus or extension center or any new or additional academic college, or school, or offer any new graduate degree without the approval of the commission or specific authorization by the General Assembly. Any state educational institution may enter into contractual agreements with governmental units or with business and industry for specific programs to be wholly supported by the governmental unit or business and industry without the approval of the commission.

(f) Federal funds. If so designated by the Governor or the General Assembly to serve as the agency for the purposes of receiving or administering funds available for post-high school education programs, projects and facilities for any of the acts of the United States Congress where the acts of Congress require the state to designate such an agency or commission: Provided, however, that nothing within this subsection shall be interpreted to provide for the designation of the commission by the Governor as the recipient of funds which may be provided by acts of the United States Congress, received by an agency, board or commission previously designated by the General Assembly.

(g) Staff. To designate and employ an executive officer and necessary employees, designate their titles, and to fix the compensation in terms of their employment.

(h) Committees. To appoint appropriate advisory committees composed of representatives of state educational institutions, representatives of private colleges and universities, students, faculty, and other qualified persons.

(i) Rules. And, all powers properly incident to or connected with any of the foregoing purposes, powers or duties including the power to adopt rules, regulations and by-laws.

Sec. 9. Restrictions: employment. No state educational institution may employ a person who is a commission member or employee in a capacity in which that person's knowledge, experience, skills or abilities might affect the commission's decisions.

Sec. 10. Restrictions: appropriations. The commission shall not have the authority to obligate any tax funds or other funds of the state except such as shall have been appropriated to the commission by the General Assembly.

Sec. 11. Restrictions: management. The commission shall have no powers or authority relating to the management, operation or financing of Ball State University, Indiana University, Indiana State University, Purdue University, Vincennes University, the Indiana Vocational Technical College, or any other state educational institution except as expressly set forth in this chapter. All of the particulars, management, operations and financing of all state educational institutions shall remain exclusively vested in the trustees or other governing boards or bodies of these institutions.

SECTION 2. Appropriation. There is hereby appropriated from the general funds of the State of Indiana not otherwise appropriated to the Commission for Higher Education the sum of one hundred thousand dollars ($100,000) for the fiscal year 1971-1972, and one hundred fifty thousand dollars ($150,000) for the fiscal year 1972-1973, for the purposes of carrying out the provisions of this act.

SECTION 3. Emergency. Whereas an emergency exists for the immediate taking effect of this act, the same shall be in full force and effect from and after its passage.

APPENDIX B

LOCATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS BY PLANNING AND DEVELOPMENT REGIONS

INSTITUTIONS

REGION 1
Northwest IVTC - Gary 1
IU Northwest - Gary 2
PU - Calumet - E. Chicago 3
PU - N. Central - Westville 4
St. Joe - Rensselaer 5
St. Joe - Calumet - E. Chicago 6
Valparaiso U. 7

REGION 2
St. Joe Valley IVTC - S. Bend 8
IU - South Bend 9
Bethel Coll. - Mishawaka 10
Goshen Coll. 11
Grace Coll. - Winona Lake 12
U. of Notre Dame - S. Bend 13
St. Mary's of N. Dame - S. Bend 14

REGION 3
Northeast IVTC - Ft. Wayne 15
IU-PU - Ft. Wayne 16
Concordia Sr. Coll.-Ft. Wayne 17
Ft. Wayne Bible Coll. 18
Huntington Coll. 19
Ind. Inst. of Tech.-Ft. Wayne 20
St. Francis Coll.-Ft. Wayne 21
Tri State Coll. Angola 22

REGION 4
Tippewa IVTC - Lafayette 23
Purdue U. - Lafayette 24
Wabash Coll. - Crawfordsville 25

REGION 5
N. Central IVTC - Kokomo 26
IU - Kokomo 27
Manchester Coll. - N. Manchester 28

REGION 6
E. Central IVTC - Muncie 29
Ball State U. - Muncie 30
Anderson Coll. 31
Marion Coll. - Marion 32
Taylor U. - Upland 33

REGION 7
Wabash Valley IVTC - T. Haute 34
ISU - Terre Haute 35
DePauw U. - Greencastle 36
Rose-Hulman Tech. Inst. - T. Haute 37
St. Mary-of-the-Woods - T. Haute 38

REGION 8
Mallory IVTC - Indianapolis 39
IUPUI - Indianapolis 40
Butler U. - Indianapolis 41
Franklin Coll. - Franklin 42
Ind. Cen. Coll. - Indianapolis 43
Marian Coll. - Indianapolis 44

REGION 9
White Water IVTC - Richmond 45
IU-East - Richmond 46
Earlham Coll. - Richmond 47

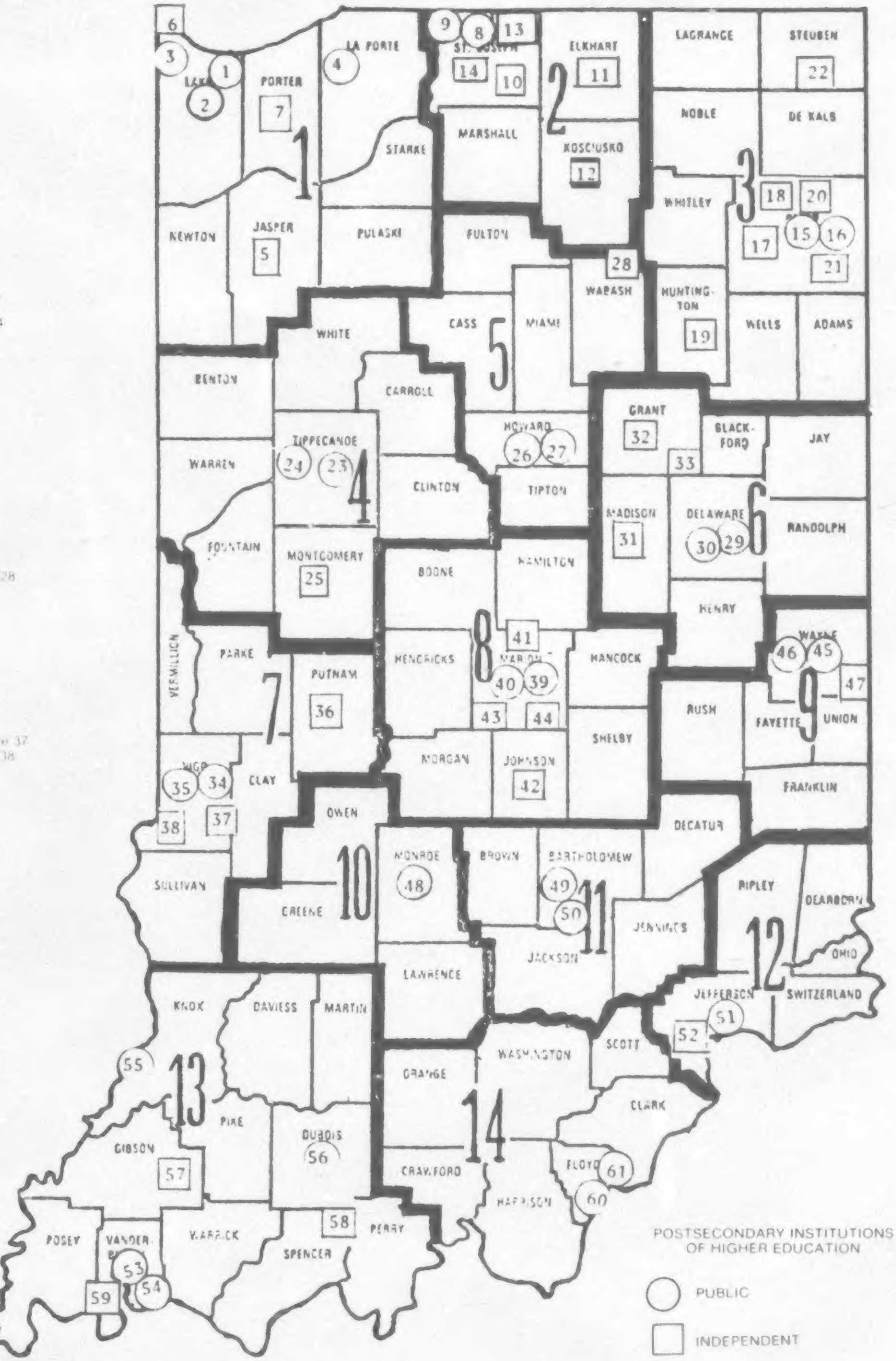
REGION 10
Ind. Univ. - Bloomington 48

REGION 11
IUPUI - Columbus 49
White River IVTC - Columbus 50

REGION 12
Ohio Valley IVTC - Madison 51
Hanover Coll. 52

REGION 13
Lincoln Land IVTC - Evansville 53
ISU - Evansville 54
Vincennes U. 55
Vincennes - Jasper
Oakland City Coll. 57
St. Meinrad Coll. 58
Univ. of Evansville 59

REGION 14
George Rogers Clark IVTC
  New Albany 60
IU - Southeast - Jeffersonville 61


LAKE
PORTER
LA PORTE
ST. JOSEPH
ELKHART
LAGRANGE
STEUBEN
NOBLE
DE KALB
STARKE
MARSHALL
KOSCIUSKO
WHITLEY
NEWTON
JASPER
PULASKI
FULTON
WABASH
HUNTINGTON
WELLS
ADAMS
WHITE
CASS
MIAMI
BENTON
CARROLL
GRANT
BLACKFORD
JAY
TIPPECANOE
HOWARD
WARREN
CLINTON
TIPTON
MADISON
DELAWARE
RANDOLPH
FOUNTAIN
MONTGOMERY
BOONE
HAMILTON
HENRY
VERMILLION
PARKE
PUTNAM
HENDRICKS
MARION
HANCOCK
WAYNE
RUSH
FAYETTE
UNION
SHELBY
VIGO
CLAY
MORGAN
JOHNSON
FRANKLIN
OWEN
DECATUR
MONROE
BROWN
BARTHOLOMEW
SULLIVAN
GREENE
RIPLEY
DEARBORN
JENNINGS
OHIO
LAWRENCE
JACKSON
JEFFERSON
SWITZERLAND
KNOX
DAVIESS
MARTIN
SCOTT
WASHINGTON
ORANGE
PIKE
CLARK
GIBSON
DUBOIS
FLOYD
CRAWFORD
HARRISON
POSEY
VANDERBURGH
WARRICK
SPENCER
PERRY
POSTSECONDARY INSTITUTIONS OF HIGHER EDUCATION
PUBLIC
INDEPENDENT